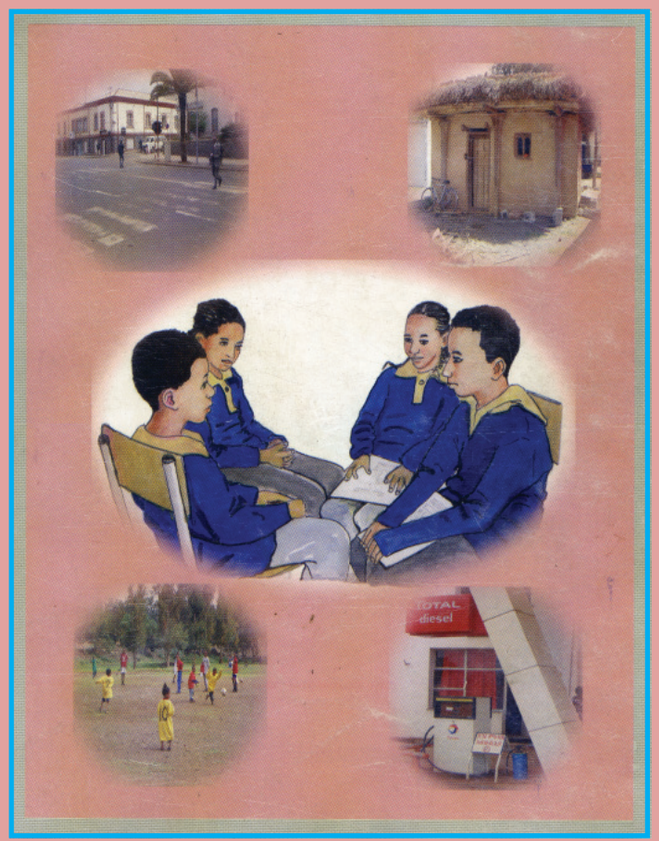
English 6

Textbook

English 6



Textbook

MINISTRY OF EDUCATION

ISBN : 99948-1-450-8



The State of Eritrea
Ministry of Education

English for Eritrea

Grade 6
TEXT BOOK

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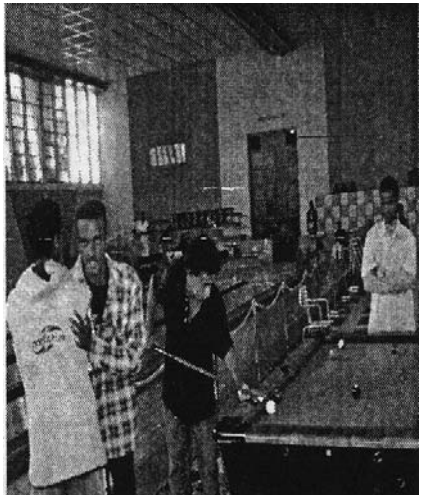
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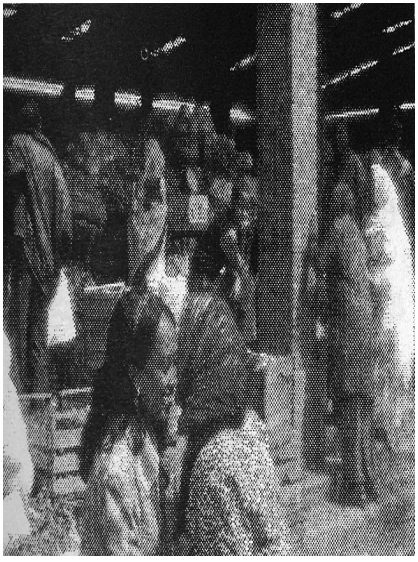
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UNIT 1

Meeting people









Lesson 1

1.1 Introducing oneself

Introduce yourself to the class.

Lesson 2

2.1 Speaking and listening

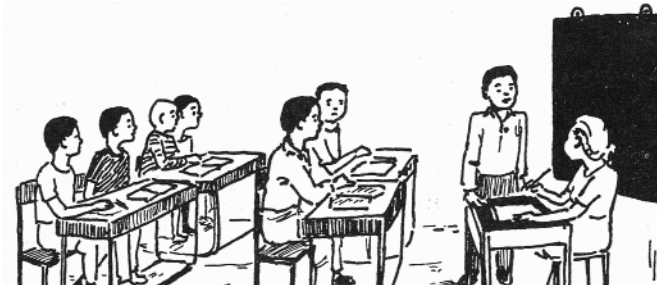
Introduce yourself to your partners.
Example: A: Hello! My name's Filmon.
B: Hello, Filmon. I'm Hassen.

2.2 Reading and listening

Look at the pictures, and then read the dialogue as you listen.



Teacher: Good morning class.
Class: Good morning teacher.
Teacher: This is the class register.



Teacher:	I am writing your names here. So, what›s your name?
Henok:	Henok.
Teacher:	And how do you spell that?
Henok:	H - E- N - O - K.
Teacher:	Thank you.
Teacher:	How old are you, Henok?
Henok:	Twelve.
Teacher:	And what's your address?
Henok:	What?
Teacher:	Please, don't say, 'what'. Say, 'Can you repeat that please?'
Henok:	Sorry.

2.3 Speaking

Act out the dialogue with your partner. One of you acts as the teacher and the other as Henok.

2.4 Pronunciation

List all the questions the teacher asked. Listen and repeat the question. Then, you practise asking and answering the questions with a partner.

Lesson 3

3.1 Listening and reading

Read this dialogue (Asha and Henok are introducing each other). Then answer the questions that follow.

Henok: Hello my name is Henok.
Asha: Hello, Henok. I'm Asha.
Henok: Glad to meet you.
Asha: Glad to meet you, too.
Henok: Where are you from.
Asha?
Asha: I'm from Agordat. And you?
Henok: I'm from Adi Keiyih.



1. How did Henok and Asha introduce each other?
2. What does ' glad to meet you' mean? Do you use a similar expression in your language?
3. What did Asha say when Henok said ' glad to meet you'?

In pairs introduce yourself to a partner. Use Henok and Aisha's conversation as a model.

3.2 Listening

Now listen to Henok introducing Asha to his friends Semira and Simon.

Henok: Hi guys. This is my classmate, Asha, She's from Agordat. This is Semira and this is Simon. They are my friends.
Semira and Simon: Hello, Asha. Nice to meet you.
Asha: Nice to meet you, too.



1. How did Henok introduce Asha to his friends?
2. How did Henok greet Asha?
3. How did Semira and Simon greet Asha?
4. Why did they use different ways to greet Asha?

In your group pairs introduce your partner to other stu dents. Use the conversation between Henok and Asha as a model.

3.3 Listening

Listen to your teacher's instructions and do what she or he says.

Lesson 4

4.1 Reading

A. Read the dialogue between Osman and Ruta.





I am a student in Awet school. **I am** also a syudent in Alamel **I am** in grade 6 and **I like** to learn English.

Ok. **you are** a student in grade 6 and **you like** to learn English. And **you** have good friends, too. Am I right?

Yes, **you are** right. How about **you?**

I am also a student in Alamel school.

Yes. How about Amina?

Amina. **She is** a student too and **she likes** to learn English. **She has** also some good friends.

And your brothers?

No. **They are** not students. **They like** to play and **they have** many toys.

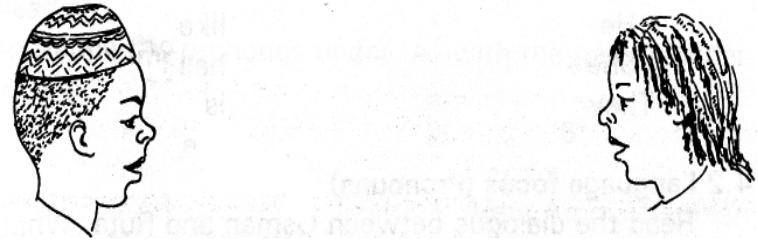
B. Look at the words written in **bold** in the dialogue and match the pronouns in **'A'** to the verbs which agree with them in **'B'**.

'A'	'B'
I	likes
We	have
You	am
He	like
She	has
They	is
	are

4.2 Language focus (Pronouns)

Read the dialogue between Osman and Ruta. What do the pronouns in bold refer to?





Ruta, do you like Semira and Mensur?

Yes, I like **her** but I don›t like **him**.

How about Alem, Amina and Semhar?

No. I don›t like **them** because they don't like **us.**

Do **you**[1] like me?

Of course. I like **you**[2].

Lesson 5

5.1 Reading

A. Match the pronouns under 'A' with the names under 'B'.

'A'	**'B'**
me	Mensur
you[2]	Alem, Amina, Semhar
them	Ruta
you[1]	Osman and Ruta
him	Semira
us	Osman
her	

B. Copy the table into your exercise book and complete it in the same way as the examples written in the blanks.

1 pronouns (subject)	**2 'be' short**	**long**	**3 'have'**	**4 'like'**	**5 Pronoun (object)**
I	'm	am	have	like	me
We					
You					
He	's	is	has	like	him
She					
They					

Note that the words in column 1 are **subject pronouns** and the words in column 5 are **object pronouns.** We don't use short forms for 'has and 'have' when they are used as main verbs.

C. Fill in the blanks with the correct word in bracketes.

1. I don't know these girls. Do you know _____ ? (him/her/them)
2. I don't know Saba's father. Do you know _____? (him/her/them)
3. I don't know his wife. Do you know _____? (him/her/them)
4. I don't know that man. Do you know _____? (him/her/them)
5. I don't know Saba's mother. Do you know _____ ? (him/her/them)
6. I don't know her parents. Do you know _____ ? (him/her/them)

5.2 Reading and writing

Read this paragraph and copy it into your exercise book. Then underline the pronouns.

Dawit is a student in Grade 6. He is Ten years old. He has a sister. She is in Grade 3. Her name is Asha. He takes her to school every day. He is clever and the teachers like him very much.

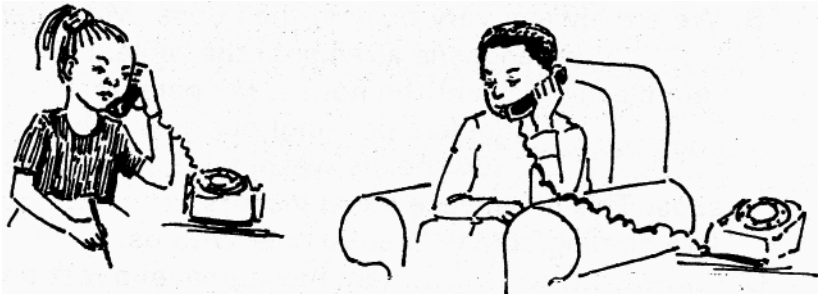
Now write 3 similar paragraphs about Semira, Hiwet and Habte, and about yourself. Use the paragraph above as a model and change the underlined words by the information given in the table below.

A. Name: Semira Grade: 6 Age: 11 Brother's name: Ali Grade: 4	**B.** Name: Habte and Hiwet Grade: 6 Age: 12 Brother's name: Daniel Grade: 2	C. Yourself

Lesson 6

6.1 Listening

Listen to the telephone conversation between Ali and Safia. Then write the missing words.



Ali: Hi, Safia
Ali: I'm fine, and you?
Ali: Safia, what are you doing now?
Ali: And how is your sister doing?
Ali: They …… …… in the garden. Everyone is out.
Ali: Bye, Safia.

Safia: Hi Ali! How are you?
Safia: I'm fine too.
Safia: I …… a letter to my parents
Safia: She is Ok and she ……English at the moment. What about your family, Ali?
Safia: Ok. Bye, Ali

6.2 Listening

Listen to your teacher describing a picture then draw the picture in your exercise book.

6.3 Grammar

Complete the paragraphs below by putting the correct form of the verbs in brackets.

A. We are all very busy in the house now. My sister …… (arranges/is arranging) the table. I …… (am cleaning/clean) the house. My parents …… cooking/are cooking) the evening meal. My brother…… (washes/is washing) the plates and cups. This is because some visitors …… (are coming/come) to eat dinner with us.

B. We are always very very busy in the house. My sister ..... (arranges/is arranging) the table. I ..... (am cleaning/clean) the house. My parents ..... (cook/are cooking) our meal. My brother ..... (washes/is washing) the plates and cups. This is because some visitors ..... (are coming/come) to eat dinner with us.

C. I ..... (am having/have) a rest time at home today. I usually (am washing/wash) the plates during this time. But today I (am not washing/don't wash) them because my parents have gone to our village. Therefore. I (am reading/read) a book about health. I usually (am not getting/don't get) time to read.

Lesson 7

Extensive reading lesson

Every week your teacher will arrange for you to read at least one book.
You need to choose a book you like. You should read it for enjoyment.

Remember

1. Choose a book you like.
2. DO NOT choose a book that is difficult to read.
3. Read it on your own and read it silently.
4. Make a few notes when you finish.
5. Tell your friends about any book you like.

How to choose:

1. Look at the title.
2. Open the book.
3. Look at the table of contents.
4. Look at the picture.
5. Read the introduction. Is it interesting?
6. Read a few sentences from any page. Is it easy? if yes, take the book.

KEEP A RECORD of everything you read.

Copy and complete this table into the back of your exercise book. Then every time you read a book, use this table to help you record what you read about.

Title ..... Author: .....
Is it fiction or non-fiction? .....
Did you read all the book or part of it? .....
What was the book about? .....
.....
Did you like the book? .....
Describe one thing that you liked or disliked about the book .....
Write one thing that you learned from the book .....
Would you tell the others to read the book?.....

7.1 Library skill

Look at the picture below and answer the following questions with a partner.

a. Where do you find such a shelf?
b. Does your school have such a shelf? If yes, where in the school?
c. Why do you think is it labelled with different labels? Explain its function.
d. What kind of books would you find under each label?



Lesson 8

8.1 Reading and writing

Copy the identity card into your exercise book.
Read the paragraph about Henok and fill in his identity card.

Henok Abraham is a male student in Grade Six in Me'am Mehaza junior Secondary School. He is thirteen years old. He lives in Adi Keih at Dejezmach Bahta Hagos street, House number 15. He has three brothers and two sisters. His father's name is Abraham Teklehaimanot.

School Identity Card

Name ..... M/F .....
Father`s name .....
Age .....
Address .....

Photo

8.2 Speaking

In this activity you are going to work in paris. Each of you plays the role of another person. In order to know who you are, read the information given to you.
DO NOT READ your partner's passage. First copy this identity card into your exercise book.

School Identity Card
Name ..... M/F .....
Father`s name .....
Age .....
Address .....

Photo

Partner A
your partner will ask you questions and you answer the questions based on the following information. When you finish, look at the identity card you copied. Then ask your partner questions in order to help you fill in the identity card. Put allthe necessary information appropriately in the card.

You are ahmed Ibrahim. You are a male student in Grade Six in Tessenai Junior Secondary School.You are tewelve years old. You live in a village near Tessenai called Aligder. Your address is P.O.Box 243, Tessenai. Your father's name is Ibrahim Farah. You have four brothers and one sister.

Partner B

Look at the identity card you copied. Then ask your partner questions in order to help you fill in the identity card. Put all the necessary information appropriately in the card. When you finis, your partner will ask you questions and you answer the questions based on the following information.

You are Birkti Hagos. You are a female student in Grade Six in Hadnet Junior Secondary School. you are fourteen years old. You live in Tiravolo area of Asmara. Your address is P.O.Box 4554, Asmara. Your father's name is Hagos Tekle. You have one brother and three sisters.

Lesson 9

9.1 Writing

Look at the identity card you filled in. This was the student your partner told you about. Write a short paragraph describing the student. Be careful to use good handwriting.

9.2 Reading and writing

Read your partner's description. Is it the same as the passage you read?

Check for any mistakes and look at his or her handwriting. Mark the mistakes.

9.3 Hand Writing

Look again at what you have written. Is there a space between each word?

Are your letters all on the correct line?

Rewrite your own description, but this time use very careful handwriting.

Dear Halima,
Let's go to the cinema this evening. Come to my house at 6.00 o'clock and we can walk there. The film is called 'Top Gun'. People say it is very good.

Your best friend,
Amina

Lesson 10

10.1 Dictation

Look at the sentences below.
What words can fit in the spaces?
Your teacher is going to read you these sentences.

a. Copy and complete these sentences in your exercise book.

A: _____ Ahmed _____ to school every day?
B: No, he _____. He _____.
A: _____you _____ to school everyday?
B: No, I _____. _____ school every day.

b. Compare your answers with your partner.
c. Correct any errors (mistakes) you or your partner made.
d. Rewrite the sentences in your best handwriting.

10.2 Language focus (question and negative

Look at how the sentence changes when it is a question, or when the answer is 'no'.

Statement (Positive)	Question	Statement (Negative)	
I read books	Do I read books	I do not read books.	
You read books.	Do you read books?	You do not read books.	do not = don't
She (he/Ahmed) reads books.	Does she (he/ Ahmed) read books?	She (he/ Ahmed) does not read books.	does not = doesn't

10.3 Reading and writing

Read the example below and complete the sentences in the same way.

A: I go to bed at 9.00 every night. Do you go to bed at nine?
B: No, I don't go to bed at 9.00. I go to bed at 11.00.

Rewrite the above question and answer, but this time write about Abdu and Asha.

A: Asha _____ to bed at 9.00 every night.____ Abdu _____ at 9.00?
B: No, he _____ at 9.00. He _____ at 11.00.
A: Asha runs to school in the morning. Does Abdu run to school in the morning?
B: No, Abdu does not run to school. He walks to school.

Rewrite similar sentences but this time use you and I.

A: I ..... to school in the morning.
..... you ..... to school?
B: No, ...

Lesson 11

11.1 Language focus (Question and Negatives)

Look at how the sentence changes when it is a question, or when the answer is 'no' in present continuous tense. In this tense, instead of 'do' or 'does' we use 'is', 'am', 'are' and + 'ing' in all forms.

Statement (Positive)	Question	Statement (Negative)	
I am reading a book.	Am I reading books?	I am not reading book.	am not
You are reading a book.	are you reading a book?	You are reading a book.	are not aren't
She (he/Ahmed) is reading a book.	Is she (he/Ahmed) reading a book?	She (he/ Ahmed) is not reading a book.	is not isn't

11.2 Reading and writing

Read and complete the dialogue.





Dawit: Ahmed, are you reading?

Ahmed: Yes, I am.

Dawit: Are you reading a story book?

Ahmed: No, I'm not. I'm reading a geography book.

Dawit: Suad, is Ahmed reading a story book?

Suad: Yes, he _____
No, he _____

Now act out the dialogue with a partner.

11.3 Reading

Your teacher is going to give you a textbook. Look at the textbook and answer these questions.

1. What subject is the textbook?
2. What grade is the textbook for? Is it for you?
3. What is the title?
4. Who is the author?
5. How many pages does the book have?
6. How many chapters or units does the book have?
7. Is there a table of contents?
8. Is there an index?
9. Look at the pictures are they interesting?
   How many pictures are there in the first ten pages.
10. Does the book look interesting?

11.4 Writing

Read this paragraph and write a similar paragraph about the book that the teacher gives you.

This is an English book. It is published by Oxford University press and is called 'Get Together'. The author is Susan Iannuzzi. It is a big book and has 109 pages and sixteen units. There is a table of contents on page (i) and a word master at the end of the book. There are many good pictures. The first unit has ten pictures. The book looks very interesting and I want to read it.

Lesson 12

12.1 Reading and editing

Exchange your paragraph with a partner. Then read your partner's paragraph.
How many of the questions in 11.1 can you answer?
Look at the verbs and check whether they are in present tense.

12.2 Vocabulary

Look at your English textbook.
How many of these can you find in this textbook:

table of content	lesson	unit
wordlist	title	picture

Lesson 13

13.1 Reading

Look through this textbook and find the following.
Write down the page where you find each.

a. The table of contents
b. Unit 3
c. A unit about sport
d. A picture of famous person
e. A school timetable
f. The end of this unit

13.2 Listening

Listen to your teacher and do what she or he says.

13.3 Reading

A. Read the first paragraph below and tell each other the meaning of these words.

damage *look after* *rules*

B. Read the paragraph again and then write the number of the rule against the letter of the picture. The first is done for you.

Example 1 - E

Looking after your textbook

You have a textbook. It belongs to the school. But you read and use it. Another student is going to use it next time. Therefore, you MUST look after it. Do not damage this book. these are the rules for looking after a book.

1. Never write or draw in your textbook.



a)

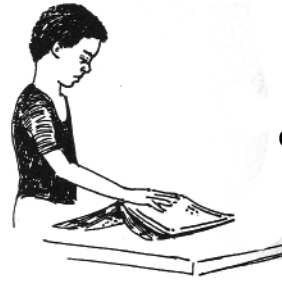
2. Always copy exercises into your exercise book.

3. Cover your book with paper or newspaper to protevt it.



b)

4. Never bend or fold your book.



c)

5. Never tear or cut any page in your book.



d)



6. Do not put ypur book in the sun.

e)



7. Do not put your book in the rain.

f)



8. Never throw your book onto the floor.

g)



h)



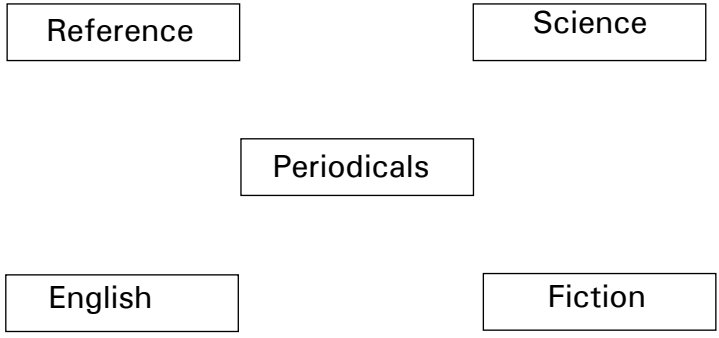
Now match these pictures to the eight rules.

Lesson 14

Extensive reading lesson

14.1 Library skill

Visit your library. Find the following labels in your library shelves. Then write five to ten of the books that are found under the labels.



UNIT 2

Home and School







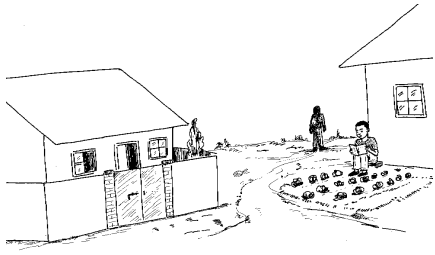


Lesson 1

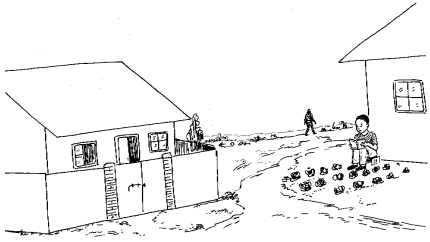
1.1 Listening and reading

a. Listen to the three dialogues below and match each dialogue with the three pictures.

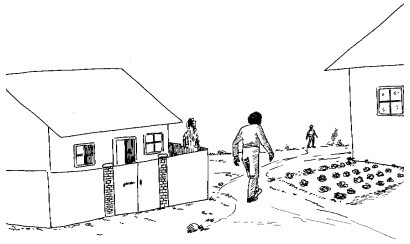
1.

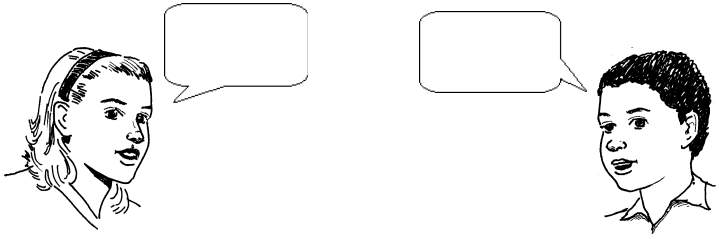


2.



3.





A. Senait: I always go to school on Saturday.What do you do on Saturday?

Hagos: I always stay at home. I do my homework every Saturday morning.

B. Senait: oh. I never do school work on Saturday. And I never stay at home. I always enjoy my Saturdays.

Hagos: So, why are you going to school today?
And what are you carrying in your bag?
It's very big.

C. Senait: Goodbye. See you on Monday.
Hagos: Senait, answer me. Why are you going to school and what are you carrying?

b. Now listen again to the three dialogues and answer these questions in pairs.

1. Where is Senait going?
   She's going ....
2. Where does Senait go every Saturday?
   She always ......
3. What is Hagos doing?
   He's .....
4. What does Hagos do every Saturday?
   He always .....
5. What does Senait never do?
   She never .....
6. What does Hagos never do?
   He never .....

Lesson 2

2.1 Speaking

Discuss the following questions in groups.

a. Why is Senait going to school?
b. What is she carrying in her bag?
c. What is Hagos holding?
d. What do you think Hagos is doing next?

Report your answers to the class.
Start: We think that Senait is going to school to.....
We think she is carrying .....
We think Hagos is holding.....
We think Hagos is going to .....

2.2 Vocabulary

Do you know the days of the week? Here they are:

Saturday	Thursday	Tuesday	Friday
Wednesday	Monday	Sunday	

a. Copy them into your exercise books. Put them in the correct order.
b. Copy these sentences in your exercise books. Complete them using the days of the week.
On.....and..... we always go to school.
On.....and.....we don't go to school.
On..... we always stay at home.
On.....we always go to church/mosque.
On.....we don't go to the church/mosque.

2.3 Writing

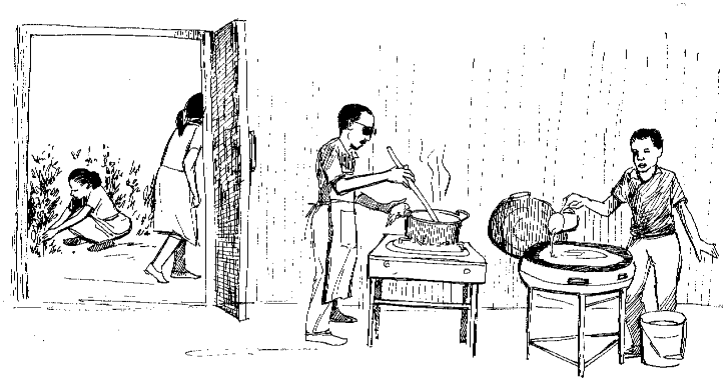
Write the answers to the following questions in your exercise book.

What do you always do?	I always.....
What do you never do?	I never.....
What do you do everyday?	Everyday I ....

Lesson 3

3.1 Reading

In Hagos's family everyone has to help in the house and garden. Look at his mother's timetable:



Daily Timetable

	Morning 6.30- 7.30 Get young Children ready for School	**Afternoon 5.30-7.00 Cook dinner**	**Afternoon 530– 7.00 Clean House**
Monday	Hagos	Tekeste	Mother
Tuesday	Mother	Ruth	Hagos
Wednesday	Father	Ruth	Tekeste
Thursday	Ruth	Mother	Father
Friday	Tekeste	Tekeste	Hagos

Saturday	**Morning**	**Afternoon**
Hagos	Homework	Work in the Garden
Ruth	Clean house	Homework
Tekeste	Clean House	Homework

3.2 Speaking

Imagine you are Hagos and your partner is Tekeste. Use the timetable above to practise and complete this conversation.

Hagos: Let's play football on Monday evening.
Tekeste: No. On Monday I always cook the dinner. So let's play football on Tuesday evening.
Hagos: No. .....

3.3 Writing

a. Look at the timetable again and answer these questions:

Who cooks the dinner on Wednesday?

..... cooks dinner on Wednesday.

What does Hagos do on Saturday afternoon?

He.....

When does father clean the house?

He.....

It is Monday evening:

Who is cooking the dinner?

..... is cooking the dinner.

Who is cleaning the house?

..... is cleaning the house.

It is Wednesday evening.

What is Ruth doing? She's .....

It is Thursday morning.

What is Tekeste doing? He's .....

b. Now make up your own questions in the same way.

Write 4 questions in your exercise book.

Change exercise books with your partner.

Read your partner's questions. Write the answers in his/her exercise book and return it. Check that your partner has answered your questions correctly.

Lesson 4

4.1 Language focus: Present simple and continuous

Look at the following sentences. Which statements tell what the person:

a. does ALWAYS. b. is doing NOW.

1. I'm going to school.
2. We never go to school on Saturday.
3. Ruth cooks dinner on Saturday.
4. Senait is carrying her back.

I. Ahmed is **reading** a book.

II. Ali **reads** a book every evening.

Read sentence I and II. Put Ahmed or Ali against each of the following:

5. He is doing it NOW.
6. He always reads books.
7. He is going to stop reading the book soon.
8. He is not going to stop reading books in the evening.

Look at these two questions. What is the difference? Match to the likely answers.

III. Why do you go to school?

IV. Why are you going to school?

a. Because I have early extra lessons.
b. Because I like school.
c. Because I want to learn.
d. I left my books behind.

4.2 Writing

Copy and complete these sentences. Use the correct form of the verb.

1. Ali _____ the blackboard every morning. (cleans /is cleaning)

2. I _____ at my aunt's house this month. (stay/am staying)
3. The students_____(clean /are cleaning) the classroom. We can start lessons when they finish.
4. I always _____(run/am running) to school in the morning but I _____ late (am always/am always being).
5. My mother _____ (is talking/talks) to the director at the moment.

Lesson 5

5.1 Reading

Read this School program and School Rules. Are they the same in your school? List the differences between your school's and Tesseney School's timetable.

TESSENEY JUNIOR AND SENIOR SECONDARY SCHOOL

Time	Activity
7.00	School Cleaning
7.20	Flag Raising and Assembly
7.30	Morning Classes Begin
9.30	Break Time
9.50	Return to Class after Break
11.50	Morning Class Ends
12.40	Afternoon Classes Begin
5.20	Afternoon Classes End
5.30	All Children leave the compound
5.40	Flag Lowering and Assembly

School Rules:

1. NEVER come to school late.
2. Always wear a school uniform.
3. Keep the school and your classroom clean.
4. All students must come to school with their textbooks, pens and exercise books.
5. Students must not leave the school compound between 7.30 am and 4.00 pm.

5.2 Speaking

Form the questions using 'do' and 'does' in the following phrases or words. Then in pairs, ask and answer.

When/lessons/start — When/assembly/start?
When/children/eat lunch? — When/school/end?
What/children/do after school? — When/break/end?

When do we use 'do' and 'does' in the questions?

5.3 Writing

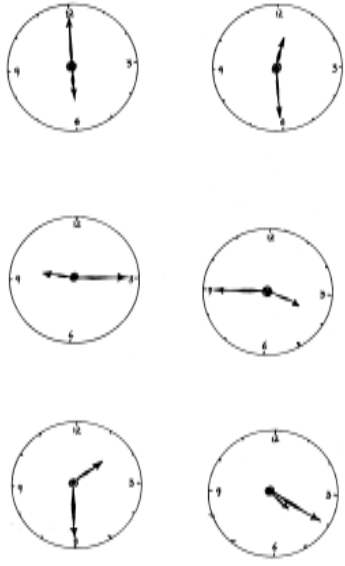
Read the five school rules again. Then write down at least four rules in your school. Make at least two sentences using 'must' and two sentences using 'must not'.

Lesson 6

6.1 Reading

Match the times to the clocks.

1. Twelve thirty
2. Six o'clock
3. One thirty
4. Three forty-five
5. Four twenty
6. Nine fifteen



6.2 Reading

a. Complete the gaps with appropriate times to make true sentences about you.

I always get up at _____ .
I eat my dinner at _____.
We leave for school at _____ .
I always go to bed at _____.
We start afternoon school at _____.
I start my homework at _____ .

b. In pairs ask the following questions and give true answers:

What time is it now?
It is _____ .
What time do you go to bed?
I usually go to bed at _____.
What time do you usually eat dinner?
We eat _____ .
What time do you usually start your homework?
I _____ .

6.3 Reading

Draw clocks for the following times in your exercise books.

4.00 2.30 5.15

8.10 7.45

What is the time now? Draw a clock to show the time.

When do lessons start in your school? Draw a clock to show that time.

Lesson 7

Extensive reading lesson
Dictionary skill 7.1

Your teacher will give you and read words from a dictionary. Find the words the teacher reads.

Lesson 8

8.1 Reading and speaking

Look at Senait's timetable. Is it like your timetable? Find the differences. In pairs, check your answers.

	1th	2nd	3rd		4th	5th	6th
	7.30-8.10	8.10-8.50	8.50-9.30		9.50-10.30	10.30-11.10	11.10-11.50
Monday	Biology	Biology	History	B	English	English	Maths
Tuesday	Arabic	English	Physics	R	Geog	Maths	Library
Wednesday	Maths	English	History	E	Chemistry	Art	Art
Thursday	Maths	Civics	English	A	Arabic	PE	PE
Friday	Maths	History	Geog	K	Arabic	Civics	English

1. How many lessons does Senait have every day?
   How many lessons do you have every day?
   How many English lessons does Senait have in a week?
   How many English lessons do you have in a week?

2. How long is one lesson in Senait's school?
   How long is a lesson in your school?
   How long is break in Senait's school?
   How long is break in your school?

3. What is Senait's first lesson on Monday?
   What is the third lesson on Tuesday?
   How many subjects does she study?

4. Which of these subjects does Senait study?

Arabic	Science	Physics
Sports	Civics	Mathematics
Art	English	History
Biology	Science	
Chemistry	Social Studies	Geography

   Which of these subjects do you study?

8.2 Speaking

Ask and answer questions about Senait's timetable and your timetable with your partner.

Example: What's her first lesson on Thursday?

What's our first lesson on Thursday?

> Note that, when we talk about order, we say 'first' lesson or 'second' lesson, not one lesson or two lessons.

8.3 Writing

Fill in the gaps with appropriate word as the example given.

1st	first	6th	.....
.....	second	7th	.....
3rd	.....	8th	.....
.....	fourth	9th	.....
.....	fifth	.....	tenth

8.4 Writing

Complete these sentences with the correct words.

a. We have _____ lessons everyday. The _____ lesson starts at 8.00.

b. We were five people in the race. I came _____only. One person was behind me.

c. My name is Dawit. There are five letters in my name and the _____ letter is 'w'.

d. Friday is the _____day of the week.

Lesson 9

9.1 Reading

Look at these three texts.
Where do you think each came from?
a. Newspaper b. School notice
c. Advertisement in the street

Eri TV Monday 20th December 6.00p.m Children's hour 6.30 Tigre News 6.45 Reportage 7.00 Music show 7.30 Arabic News 7.45 Reportage 8.30 Tigrigna News 8.45 Hateta 9.00 Sport News 9.30 English 9.45 News Highlights 10.15 Documentary film- 6th Offensive		

B.

A Musical Evening

ODEON CINEMA

Listen to the music of Africa
Starring
Home Boyz of Kenya
Morogoro Band of Tanzania
Abraham Aferworki of Eritrea
Listen to the music

We promise that you will not sit in your seats.
This music will make you dance all evening.
Time 9.00 p.m. Friday 20th Dec

Entrance - 10 Nakfa

C

Hadnet Junior Secondary School
wishes to present **Trials of Brother Jero.**
by
Wole Soyinka

Acted by our own students in English
A sad play but also a very funny play
"I laughed all evening," said the director.
Laugh and cry at this classic African Drama.
Thursday, Friday and Saturday 18th – 20th December
Starting time 7.15 p.m.
Entrance: 5 Nakfa

1. What can you listen to at 7 pm on Friday evening?
2. Who is performing at the Odeon Cinema in Asmara?
3. Where do the singers come from?
4. You are interested in history. What programme will you choose?
5. You always listen to Eritrean music. Plan your Friday evening.
6. How many times can you listen to the news?

9.2 Listening

Listen to these statements from people who listen to the radio a lot.
Complete this timetable for each:

	Program or event liked	How often	Program or event not liked
Afrah			
Hagos			
Senait			

Lesson 10

10.1 Speaking

In groups discuss the following questions.
What **programmes** do you listen to /watch on the radio/TV?
What time are they on?
Which program do you like? Why?

Each group should report back to the class and say:
a. Their favourite radio or television programme.
b. Why they like the programme.
c. What time they can listen to or watch the programme.

10.2 Vocabulary

Look at the following words. Discuss their meaning. Copy and complete the conversation below using these words.

favourite	programme	interested in
drama	funny	choose
usually	sometimes	

Asmeret: Do you have a radio or TV guide?
Hasina: Yes I do. I don't .....buy one, but I did today.
Asmeret: What can we watch or listen to?
Hasina: What are you .....?
Asmeret: I don't know. You can ..... .
Hasina: Well, there is "Friends". I ..... it and it is .....Then there is a .....from Asmara Theatre Club. So, tell me, which is your ..... TV or radio show.

Now listen to the cassette and see if you are correct.

10.3 Punctuation

Look at the following text. What punctuation marks are needed?
Listen to the conversation and decide where to put full stops (.), question marks (?) and capital letters.

Senait: Hello Afrah you look tired what did you do last night
Afrah: Oh my husband and I had a very long but very good evening When I got home my husband was listening to the music programme I think it was one of the famous Eritrean singers, but I don't like modern music

Then copy the dialogue into your exercise books. Add the punctuation marks and capital letters.

Lesson 11

11.1 Reading

Read this description of a person's home and the picture below. Then find the difference.

The person makes some mistakes in the description. Look at the pictures and find four mistakes.

I live in Areza village, a small village between Mendefera and Barentu. You can see the picture of our large house in a large compound. We have a small front door and small windows. It is a traditional house made out of the old stone of the area. There are four trees in our compound and near the house we have an area where we keep our goats. We have twenty goats but we do not have a house for the goats. You can see my father and brother sitting outside the house. They are talking about my brother's day at school.



11.2 Reading

Now look at this description of Nejat's home. Use the information to draw the picture.

I live in a big house in Ellaberid. It is a very beautiful house and it is on the side of a hill. There is a river behind the house. The house is made of stone and the roof is made of grass. As you look at it, you can see a small door and three windows. The garden is also big. We have two cows; they are usually at the front of the house. You can see my mother sitting by the door of the house reading a book. She is waiting for us to come home from school. We also have a big mango tree behind the house.

11.3 Writing

Now draw a picture of your house. Write 4 or 5 sentences to describe your picture. You may use the sentences above and change the underlined words.

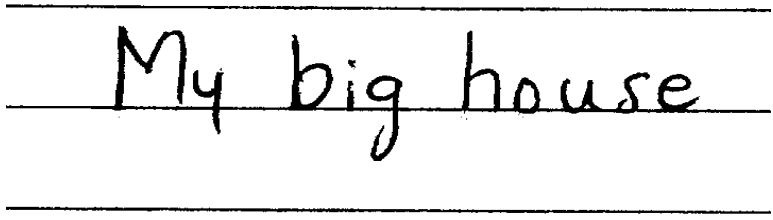
Lesson 12

12.1 Handwriting

a. Read your partner's work.
Exchange the picture and description of your house with your partner.
Look at your partner's picture and read the description.

b. Look again at what you have written.
Is there a space between each word?
Are your letters all on the correct line?
Do the 'tails' of your 'y', and 'g' and 'j' go below the line?
Are the tops of the 'h', 'l', 'b','d', 'k' and 'f' higher than the other letters?

Rewrite your own description of your house but this time use very careful handwriting.



12.2 Writing

Write a description of your school. Use this description of Kisanet School as an example. You will need to change the words underlined. Make sure you use good handwriting.

My School
My school is called Kisanet School. It is in Kisanet village. The school is 39 kilometres south of Kefelti. The road from Kefelti to Degefti goes through the village. Our school is an elementary and junior school. It is fifty years old. There are ten classrooms and the school has 900 students and 20 teachers. The students study Arabic, Geography, History, Science, Mathematics, English, Art and Sport. The students come from Kisanet and two other villages nearby.

Lesson 13

13.1 Writing

Check your partner's written work.
In pairs, compare the two descriptions of the school. Discuss any differences.
Look at the handwriting. Is it good?

13.2 Spelling

Listen to your teacher. Write the sentences he or she tells you.

13.3 Listening

Listen and obey.
Listen to the classroom instructions and obey.

Lesson 14

Extensive reading Lesson

14.1 Dictionary skill

Your teacher will give you a dictionary. In groups, ask another group to find ten words from the dictionary. The other group should write the page numbers where each word is found.

CONSOLIDATION: UNIT 1 and 2

Lesson 1

1.1 Reading and writing

Read all the information about Aster and write similar sentences about yourself.



My name is Aster.
I'm 13.
I'm a student.I'm Eritrean and I'm interested in drawing.

My father is a doctor and my mother is a teacher.
I'm from Golij.
My favourite colour is red.
My favourite sport is volleyball.

1.2. Langauge focus

Write short form of the following.

1. She is_____
2. They are_____
3. It is not_____
4. That is_____
5. I am not_____
6. You are not _____
7. I am _____
8. They are not _____
9. You are _____
10. He is not _____

1.3 Writing

Arrange the following mixed sentences to make meaningful sentences.

1. very/shoes/your/are/dirty
2. my/teacher/a/is /brother
3. is/ classmate/my/Asha/this
4. old/I/14/am/years
5. from/I/Keren/am

1.4 Reading and writing

Complete the sentences with 'him', 'her' or 'them'.

1. I don't know those boys. Do you know _____?
2. I don't know that teacher. Do you know ____?
3. I don' know David's brother. Do you know __?
4. I don't know Asha's teachers. Do you know ?
5. 'Who is that man?' Why are you looking at__?

Lesson 2

2.1 Reading and writing

Complete the sentences. Use 'its', 'my', 'his', 'her', 'their' 'our' with 'homework', 'address', 'brother', 'class', 'key' and 'name'.

1. Asha likes _____. It's interesting.
2. I can't open the door. I haven't got _____.
3. 'What are the children doing?' They are doing _____.
4. 'Do you know that man?' 'Yes, but I don't know _____.
5. We live in Teseney. _____Tegadelti street, House number 45.

2.2 Language focus: present simple and continuous

Copy the conversations into your exercise books. Make sure you leave enough space to fill in the missing words.

Father: Where's Azmera?
Mother: She ..... her homework.
Father: No, she .....her homework.
She is not in the house.
Mother: I know. She's ..... Asha's house.
Father: But she always ..... homework here.
Mother: No. On Thursday she ..... Asha's house and on Friday Aisha .....this house.

2.3 Language focus: present simple and continuous

Complete these sentences. Make sure you use the correct tenses.

1. My mother and father always ..... (cook) the food in the evening.
2. Don't shout. My father ..... (listen) to the news on the radio.
3. Welcome to our house. Come in, we ..... (eat) our dinner. Please join us. We usually..... (eat) at this time.
4. Why ..... (you /run)? We are not late.
5. When..... (go) to sleep in the evening?

Lesson 3

3.1 Reading

Draw clocks that show the following times.

five twenty eleven thirty three o'clock six fifteen.

3.2 Writing

Complete these lists.

a. Monday _____ _____
Thursday _____ _____Sunday

b. always _____ _____ _____ never

c. Write the opposite.

late _____

clean _____

find _____

funny _____

small _____

3.3 Listening and writing

Listen to the words your teacher reads out. Write down each word.

Check the spelling with your partner.

Lesson 4

4.1 Writing

a. Make questions with the words in brackets. Use 'is' or 'are'.

Example: (your mother / at home?)

Is your mother at home?

1. (your parents / well?) _____
2. (you / interested in sport?) _____
3. (your class / good?) _____
4. (why / you/ late?) _____
5. (your brothers / at school?) _____

b. Write true sentence about yourself. Use the information given.

Example: (I/learn/English) I am learning English.

1. (I/wash/my hair) I am not washing my hair.
2. (I/sit/on a chair) _____
3. (I/learn/English) _____
4. (I/listen/to music) _____

c. Write about the people.

Example:

Name: Dandi John Country: Tanzania Job: teacher Age:19	He's Dandi. He's from Tanzania. He's a teacher. He's twenty-five years old.

Name: Nejat Saleh Country: Eritrea Address: Semaetat Street, House number 25. Job: student Grade:six Age: 12	

Name: Ibo Isa and Jemil Isa Country: Nigeria Job: Nurses Age: Ibo 21 and Jemil 25	

Lesson 5

5.1 Writing

Make questions by arranging the mixed words. The answers can help you.

1. A: do / what / up / get / you / time?
   B: At 7 o'clock.
2. A: to / how / you / school / do / go?
   B: By bus.
3. A: lunch / where / have / does / she?
   B: In a cafe.
4. A: he / does / what / evening / do / the / in?
   B: Watch TV.
5. A: bed / does / to / when / she /go?
   B: At ten.

5.2 Writing

Match halves of sentences.

A	B
1. Hiwet is washing her hair	a. because he's hungry.
2. I always get up at six	b. because I have exams next week.
3. The baby's crying	c. because she is going to school.
4. Nasira doesn't take a bus to school	d. because we are late.
5. Please run.	e. because my home is very far from my school.
6. I'm studying hard	f. because they are dry.
7. She's working in the garden	g. because she lives near the school.

5.3 Writing

Put the following words in the correct order to make sentence.

1. sometimes / Massawa / to / go / we
2. stay / hotel / a / usually / we / in
3. never /we / in / restaurant / eat / a
4. cooks / my father / always / for us
5. very / much / I / swimming / like

Lesson 6

6.1 Vocabulary

a. Find these words in the table and circle them.

table	lesson	unit
wordlist	title	picture
damage	look after	drama
favourite	interested	funny
content		

a	x	d	t	a	b	l	e	c	u	w	o	z
b	e	a	y	k	s	t	o	o	c	a	u	r
w	r	m	s	f	g	f	u	n	n	y	h	e
d	r	a	m	a	r	y	a	t	a	v	e	e
q	t	g	i	v	j	e	s	e	b	c	s	i
v	z	e	l	o	m	g	u	n	i	t	o	o
e	o	k	o	u	l	f	b	t	m	b	y	d
e	e	w	o	r	d	l	i	s	t	f	c	k
y	q	s	k	i	j	o	e	o	i	a	d	l
o	a	i	a	t	l	p	i	c	t	u	r	e
s	z	d	f	e	o	r	s	q	l	b	m	s
u	i	n	t	e	r	e	s	t	e	d	o	s
i	h	k	e	g	g	h	k	r	a	n	e	o
q	e	l	r	h	w	j	l	a	d	b	t	n

b. In groups of four, tell each other the meaning of the words.

Lesson 7

Extensive reading lesson

Reading 7.1

Read any of your textbooks or exercise books and prepare three to four questions. Then give to your partner to answer your questions.

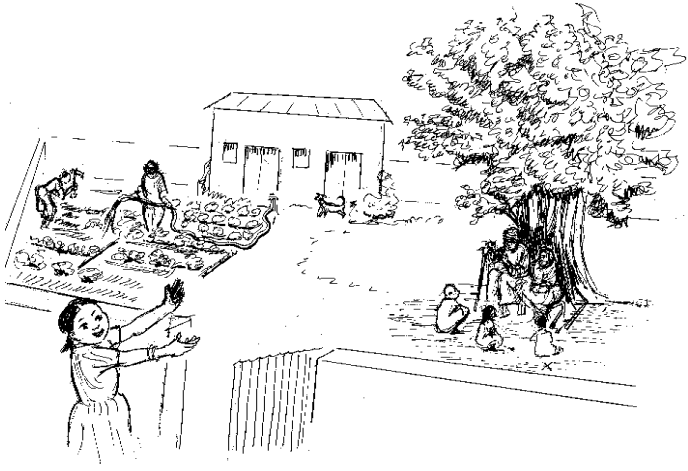
UNIT 3

Family relationships









Lesson 1

1.1 Speaking

Read the following questions and answer them with your partner. Use English as much as possible.

1. How many people are there in your family?
2. Who is the youngest in your family?
3. Who is the oldest in your family?
4. What does your father do?
5. What does your mother do**?**

1.2 Listening and Reading

Below is a conversation between Mahfuza and her friends in her house. First look at these six questions. Then read and listen to the conversation and answer the questions.

1. Where are Brikti and Esaw?
2. Who is the youngest in Mahfuza's family?
3. What does Mahfuza's father do?
4. Does Mahfuza's mother work?
5. Why are Brikti and Esaw in Mahfuza's house?
6. Name the people you can see in the family photograph.



Mahfuza: Hi, Brikti. Hi, Esaw. Welcome to our home. I was waiting for you.

Esaw: Thanks. You have a nice home here. Is that a picture of your family up there?

Mahfuza: Yes, it is. Let me show you. This is my sister, Keltum.

Brikti: She's very tall. Is she older than you?

Mahfuza: No. She's younger than me. And this is my sister, Rahma.

Esaw: Is she younger or older than you?

Mahfuza: She's older. This is my only brother, Ferah. He is older than Rahma. So he is the oldest but also the shortest in my family.

Brikti: What does your brother do?

Mahfuza: He is a student at the university.

Brikti: And what do your sisters do?

Mahfuza: They are students like me. Rahma is in Grade 9, Keltum is in Grade 3 and, as you know, I'm in Grade 6.

Esaw: And what about those people?

Mahfuza: They are my parents. This is my father, Idris and this is my mother, Zemzem.

Brikti: What do they do?

Mahfuza: My father is a teacher. He teaches in Akurdet Junior and Secondary School. And my mother is a doctor. She works in Akurdet Hospital.

Esaw: What about these two older people?

Mahfuza: Oh, this is my grandfather. He is my father's father. He is a mechanic. He works in a garage. I love him so much. He also loves me. And this is my grandmother. She is my father's mother. She is a house wife.

Brikti: How old are they?
Mahfuza: My grandfather is 68 years old and my grandmother is 55 years old. And this is my uncle Kalid. He is my father's brother. He is a barber. He cuts people's hair. And this is my aunt Semira. She is my father's sister. She is a shopkeeper.

1.3 Vocabulary

Match the following words with their definitions.

1. grandmother	a. my mother's or father's sister
2. parents	b. my mother and father
3. aunt	c. my mother's or father's mother
4. grandfather	d. my father's or mother's brother
5. uncle	e. my father's or mother's father

Lesson 2

2.1 Reading

Read the conversation again and complete Mahfuza's family tree. Write the following words to fill in the gaps:
brother, grandfather, parent, sister, grandmother, uncle, aunt.



2.2 Writing and drawing

Draw a family tree of your family. Use Mahfuza's family tree as a model.

Lesson 3

3.1 Writing

Mahfuza's teacher prepared the following form for her class to fill in. Now copy and complete this form using information from the dialogue in Lesson 1.

1. Name: Mahfuza
   Grade: _____
   Job: _____

2. Father's name: _____
   Father's job: _____

3. Mother's name: _____
   Mother's Job: _____

4. a. Sister's name: _____
      Grade: _____
      Job: _____

   b. Sister's name: _____
      Grade: _____
      Job: _____

5. Grandmother's age: _____
   Job: _____

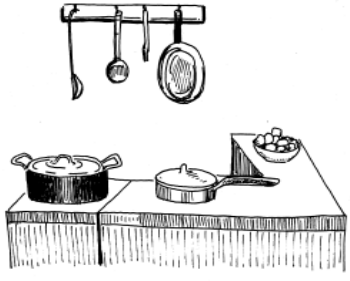
6. Grandfather's age: _____
   Job: _____

7. Brother's name: _____
   Job: _____

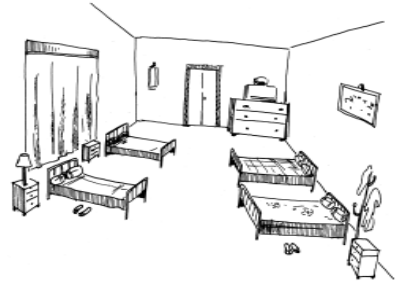
3.2 Listening

Listen and label. Listen to the rest of the conversation between Mahfuza and her friends and look at the pictures below. Decide which room is which. Use the following words:

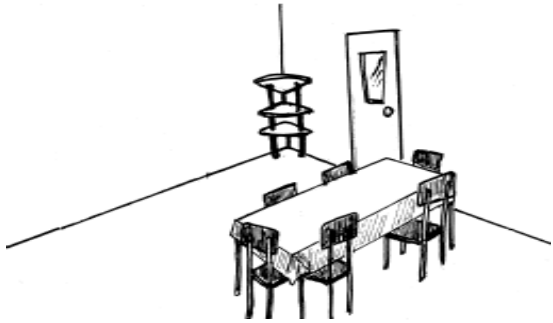
kitchen, bedroom, dining room



1. _____



2. _____



3. _____

3.3 Listening

Listen to a boy and a girl asking each other about their family. Repeat after each speaker.

Lesson 4

4.1 Writing

Copy and fill in the following table for your family members:

1. Name: _____ Grade: _____ Job: _____	2. Father's name: _____ Father's job: _____
3. Mother's name: _____ Job: _____	4. Sister's name: _____ Grade: _____
5. Grandmother's age: _____ Job: _____	6.Grandfather's age:___ Job: _____
7. Brother's name: _____ Job: _____	

4.2 Speaking and Listening

Use the above form to find out about your partner's family. Don't copy the form.

Example:
How old are you?
What do you do?
What is your father's name?
What does he do? etc.

Write 3 more questions for your partner to answer.

Exchange exercise books and write answers to his/ her questions.

4.3 Listening and speaking

Work in pairs. Student A looks at page 56 and Student B looks at page 57.
By asking your partner questions, find out his or her information and complete this table.

STUDENT A

Name: Asmeret Age: _____ Grade: _____ Father's name: Teklai Job: _____ Mother's name: _____ Job: typist Sister's name: Kibret Job: _____ Brother's name: _____ Job: painter

4.4 Listening and speaking

STUDENT B

Name: _____
Age: 11
Grade: 5
Father's name: _____
Job: fisherman
Mother's name: Hiryti
Job: _____
Sister's name: _____
Job: mechanic
Brother's name: Maekele
Job: _____

Lesson 5

5.1 Language focus: the present simple

Read the following conversation from Lesson 3.2.
When do we use 'does' and when do we use 'do'?

1. What does your brother do?
   He is a farmer. He ploughs the land.
2. How old is he?
   He is eighteen years old.
3. What does your sister do?
   She is a student.
4. What Grade is she in?
   She is in Grade 5.
5. What do your parents do?
   They are teachers. They teach in Elementary school.

5.2 Reading and writing

Complete the following dialogue by putting in the correct question. The first is done for you.

A: What does your brother do? (brother)
B: He is a footballer. He plays for Altahrir.
A: _____ (grandfather)

B: He is a farmer. He grows plants.
A:_____ (parents)
B: They are doctors. They work in the hospital.
A: _____ (sisters)
B: They are writers. They write books.
A: _____ (friend)
B: She is a shopkeeper. She sells fruits.
A: _____ (neighbour)
B: He is a painter. He paints houses.

5.3 Reading

Read the description of Mahfuza's family. Complete the description by choosing words from the brackets. What are the words in bold used to?

Language Focus: Adjectives – comparative and superlative

1. Keltum is _____ than Mahfuza. (young, younger, youngest)

2. Rahma is _____ than Mahfuza. (old, older, oldest)
Ferah is _____ than Rahma. (old, older, oldest)
So he is _____ in my family. (old, older, oldest)

5.4 Reading

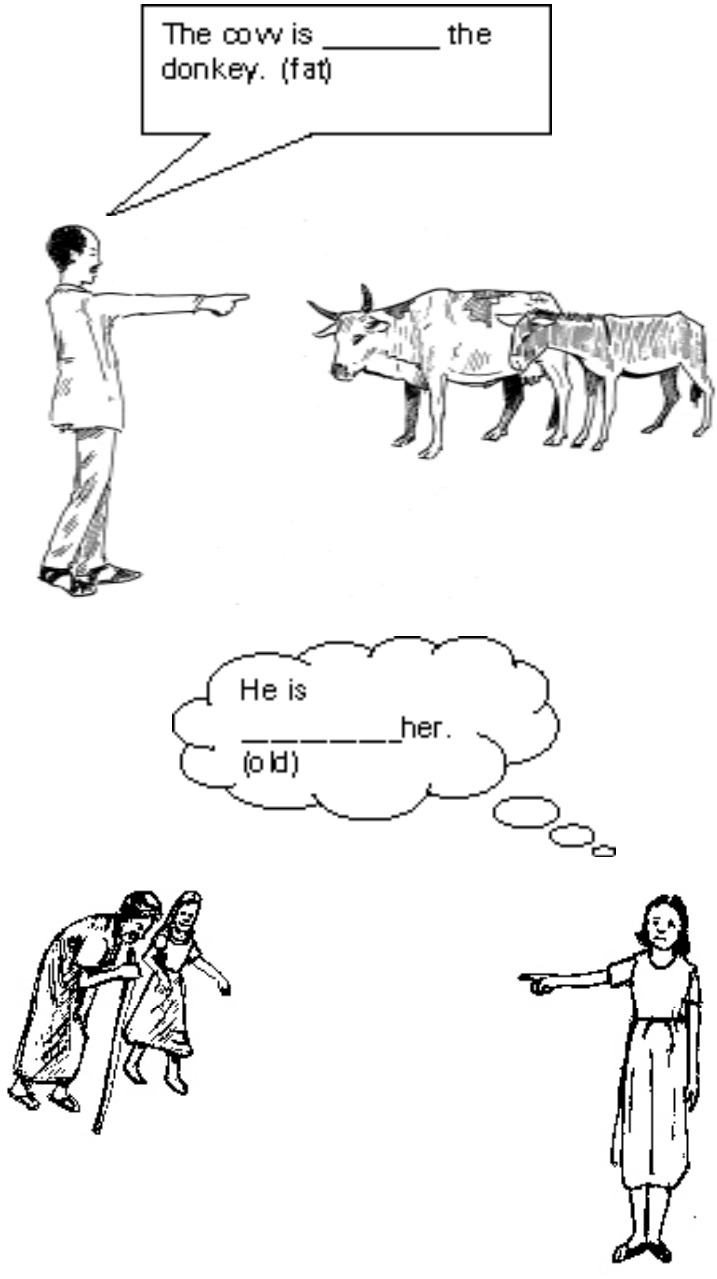
Look at the pictures below and discuss them with your partner. When do we use –er and when do we use **–est?**

The girl is _____ the woman. The boy _____ the girl. So he is the _____.(short)



She is _____him. (fast)




The cow is _____ the donkey. (fat)
He is _____her. (old)

Lesson 6

6.1 Reading and writing

Complete the following sentences by choosing the correct words. Why do you think they are correct?

Language focus: object and possessive pronouns

1. I love _____ so much. (him, he, his)
   He also loves _____. (I, me, my, mine)

2. This is our bedroom. It is _____. (our, ours, we, us)

3. The next room is our parents' bedroom. It is _____. (they, theirs, their, them)

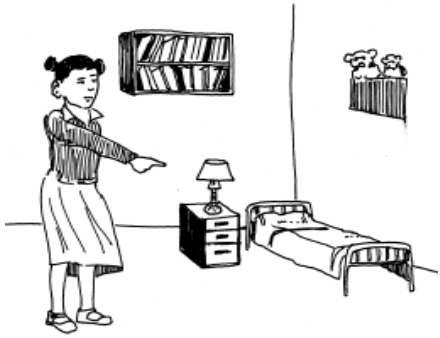
6.2 Reading and writing

Complete the following sentences. The first is done for you.

1. He likes dogs.
   Does he like dogs? Yes, he likes them.
2. She gave a pencil to my brother.
   Did she give a pencil to my brother? Yes, she gave _____ a pencil.
3. This pencil is mine. It belongs to_____.
4. Keria hit Selam.
   Did Keria hit Selam? Yes, she hit _____.
5. This is our kitchen. It belongs to _____.

6.3 Reading and writing

Look at the following pictures and complete the sentences. The first one is done for you.



This is my bedroom. It is mine.



That is our dog. It is _____.



This is her hen. It is _____.

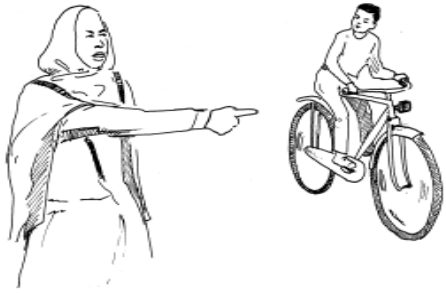
This is her bag. It is _____.



That is their house. It is _____.



This is his bicycle. It is _____.



This is my hat. It is _____.



This is your ball. It is _____.



6.4 Speaking

Work in pairs. Ask and answer about the objects in the pictures below as in the example. Use the following words.

hers his our mine theirs yours ours

For example:

Whose pencil is it?
It is hers.



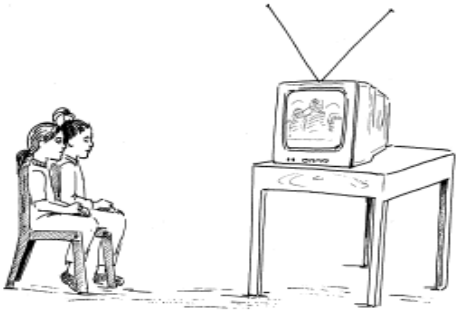
Whose bag is it? It is ____.



Whose dog is this? It's Mihret ___.
It's _____.



This is the student __ school.
It's _____.



This is their TV.
It's _____.

Is this child _____?
Yes, he's _____.

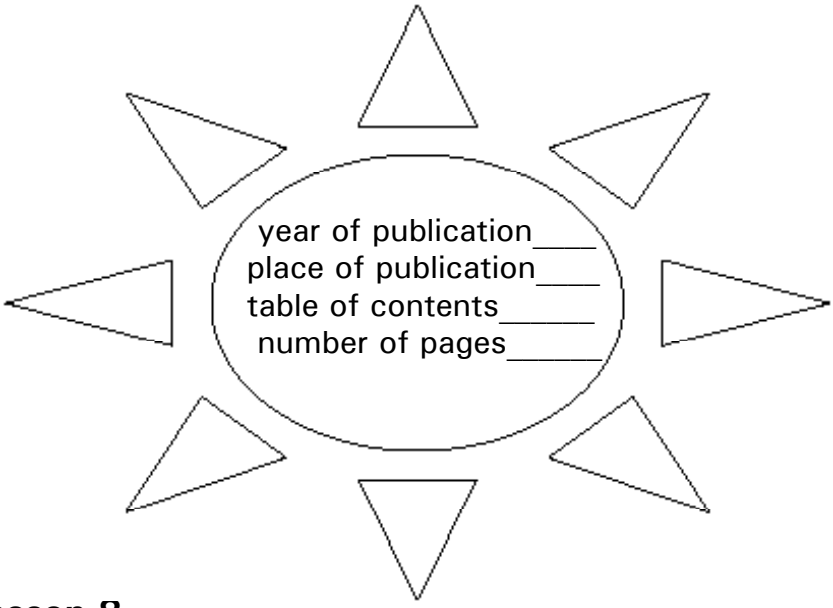


Lesson 7

Extensive reading lesson

7.1 Library skill

Your teacher will bring you different books. Go through the books and find the following items of the books.



Lesson 8

8.1 Reading

Read the following paragraph and complete the family tree below.

Ato Oqbay's family

Ato Oqbay and W/ro Dehab have three sons. They do not have any daughters. So their sons do not have any sisters. Their sons' names are **Asmerom, Ephrem,** and **Daniel.** Asmerom is the oldest and Daniel is the youngest. Asmerom and Ephrem are married. Asmerom's wife is **Hiryti.** They have two daughters: **Soliana** and **Sabrina.** Soliana is their first daughter. Ephrem's wife is called **Liya.** They have one son. His name is **Yafet.**




1. Ato Oqbay 2. W/ro _____







3. _____ 4. _____ 5. _____ 6. _____ 7. _____





8. _____ 9. _____ 10. _____

8.2 Vocabulary

Match the words under 'A' with their pairs under 'B'.

A	B
1. wife	a. brother
2. daughter	b. grandfather
3. grandmother	c. husband
4. sister	d. son

8.3 Reading

Read the language focus and do the exercise that follows. What is the use of an apostrophe?

Language focus: apostrophe –'s and s'

Example:

1. Asmerom's wife is Hiryti.
2. Their sons' names are Asmerom, Ephrem, and Daniel.

Example:
Whose pen is this? (Senay)
It is Senay's pen.
Whose ball is this? (students)
It is the students' ball.

1. Whose book is this? (Saedia)
   It is _____ book.
2. Whose chocolates are these? (girls)
   They are the_____ chocolates.
3. Whose car is this? (Zemzem)
   It is _____ car.
4. Whose eyeglasses are these? (teachers)
   They are the _____ eyeglasses.
5. Whose shoes are these? (Kalieb)
   They are _____ shoes.

Lesson 9

9.1. Reading and writing

Use the story of Ato Oqbay's family as a model. Now write a paragraph about a family you know. Use the necessary punctuation marks and capital letters.

_____'s Family

_____

_____

_____

9.2 Reading

Read the story below and answer the following questions.

1. Why was Yeibio born under a tree?
2. Who is telling the story?
3. Where is Yeibio's father?
4. Are they a happy family? Why?
5. How does Yeibio's mother get money?
6. Is Yeibio married?

My son

My son, Yeibio, is my only child. He was born in 1990 under a tree. At that time I was running away from the Ethiopian airplanes which came to bomb Massawa. My husband died in the bombing. Now my son is the only family I have. That is why I gave him the name Yeibio. I take care of him. He is like a brother, sister, mother, and father to me. When I see him he reminds me of his father. He looks exactly like his father. He always asks me what his father looked like. I say, "Both of you look exactly the same. He was very handsome like you. Every one in Massawa liked him." He always asks me to tell him all the good things about his father.

I love my son very much and he loves me too. Every evening before he goes to sleep he prays for me. He says, "Please God, don't take my mother away from me. She is the only family I have. And help me to make her happy."

He tells me that one day he will become a doctor and buy me a house and a car. He says, "After I become a doctor, you will never wash other people's clothes to get money. You will never sell vegetables on the streets. You will stay at home and be happy with my wife and my children."

His words make me so happy. And I pray to God that He makes my son's wishes come true.

9.3 Vocabulary

Find these words in the story: takes care, wishes, handsome, pray, reminds

Complete the following sentences using the same words.

1. I slept in the hospital for a week. All my friends sent me their best _____.
2. My sister Kedija looks like my mother. She _____ me of my mother.
3. I love my brother. He _____ of me like a mother. He gives me food, buys me clothes, washes my hair, and teaches me good things.
4. Our English teacher is a very good-looking man. He is very _____.
5. Priests _____ in the church and Sheikhs _____ in the mosque.

Lesson 10

10.1 Reading

Read the following dialogue and answer the questions that follow.

Finan meets Rihana

Finan: Here they come - my brother, Mussie and my **niece,** Zemzem. She is my brother's daughter.
Rihana: What does your brother do?
Finan: He is a mechanic.
Rihana: What is a mechanic?
Finan: A mechanic is someone who repairs cars and other machines.
Rihana: And what does your niece, Zemzem do?
Finan: She is a student at the moment. And my brother wants her to be a mechanic like him. But she wants to be a nurse.

Rihana: A nurse? What is a nurse?
Finan: A nurse is someone who looks after sick people.
Rihana: And what do you want to be?
Finan: I want to be a gardener like Awet.
Rihana: Who is Awet?
Finan: Awet is my nephew. He is my brother's oldest son.
Rihana: All the names of the jobs you are telling me are new to me. So what is a gardener?
Finan: A gardener is someone who looks after a garden. You know that flowers, vegetables, and other fruits are grown in a garden. And what do you want to be?
Rihana: I want to be a carpenter. I think you know that a carpenter is someone who makes chairs and tables.
Finan: Yes, I do.

In pairs ask and answer these questions orally:

What does Finan's brother do?
What does Finan's niece do?
What does Ahmed do?
What does a mechanic do?
What does a nurse do?
What does a gardener do**?**

Write three of these questions in your exercise book and answer them. Then exchange exercise books with your partner and compare your answers**.**

Language focus: describing people's job
A …… is someone who …….
Example: 1. A mechanic **is someone who** repairs cars.
2. A barber **is someone who** cuts people's hair.
3. A pilot **is someone who** flies planes.

10.2 Reading

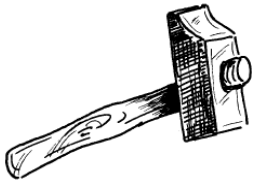
In pairs, read the above conversation again and complete the following sentences. The first one is done for you.

1. A nurse is someone who looks after sick people. (nurse, looks after)
2. _____. (farmer, ploughs)
3. _____. (artist, draw)
4. _____. (shopkeeper, sells)
5. _____. (footballer, plays)

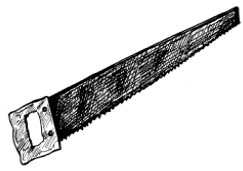
Lesson 11

11.1 Reading

Identify the objects below and write their names in your exercise books after you have read the passage below.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

The carpenter is in our school

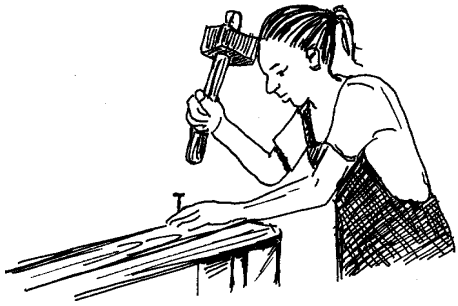
Two days ago our school director told us that a carpenter was coming to our school. We thought it was a man. But the carpenter who came to our school today is a woman. She came to repair the broken chairs, desks, tables, blackboards etc. She had a big bag which contained nails, a saw, a hammer, a screw, a screwdriver, and a mask. We took all the broken things to her. Then she took out her tools and started repairing them.

Let me tell you how she repaired the broken desks. First she put the mask on her face. Next, she cut different pieces of wood into different shapes using the saw. Then, she used the hammer and the nails to put the different shapes together. Later, she fixed the wooden part and the iron part together with screws using her screwdriver. Finally, she painted the desks yellow with a big brush. She was very fast.

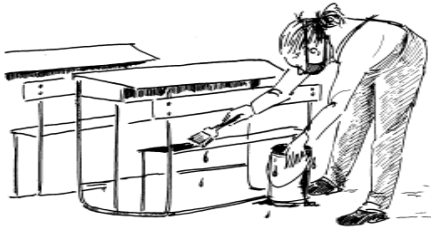
Today I learned a lot about carpenters. I know what the different tools are used for. For example, I learned that a saw is used to cut wood into different shapes. I am happy that the carpenter came to our school. Maybe one day I will be a carpenter. Who knows?

11.2 Reading

Read the passage above and put the pictures in order.



.1



.2



.3



.4



.5

The correct order of the picture is _____.

11.3 Writing

Read and complete the sentences. The first is done for you.

1. A mask is used to cover the face. (mask, cover)
2. _____. (saw, cut)
3. _____. (hammer, hit)
4. _____. (brush, paint)
5. _____. (screwdriver, fix)

Language focus: Describing the uses of things

——— A ——— is used to
Example: A hammer **is used to** hit nails into wood.

Lesson 12

12.1 Reading

Scan the passage above and write down six words which have consonant clusters. Underline the consonant clusters.

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

Language focus: consonant cluster
Consonant clusters are two or more consonant sounds which come together one after the other without a vowel sound in between.
Example: bl<u>ack</u>, de<u>sk</u>, cl<u>us</u>ter

12.2 Reading and listening

This is a practice on the consonant clusters. Listen and complete the following dialogue.

A: When does class start?
B: I think it _____ at seven thirty.
A: When do students start to arrive?
B: _____ start to arrive at seven fifteen.
A: Are students allowed to attend class if they are late?
B: No, _____ are not allowed to attend class if they are late.
A: Are there many classrooms in your school?
B: Yes, there are many classrooms in our _____.

Lesson 13

Writing 13.1

Look at the pictures. Put them in the correct order. They describe the steps that a farmer follows from the time he prepares the soil up to the time he gets his yield. Use the following words to help connect your sentences with one another. Write one sentence for each picture.

First, then, later, next, finally, second

1.



2.



3.



4.



5.



6.



13.2 Reading

Put the following sentences in their correct order to make a good paragraph.

1. Then she prepares breakfast for us while we are still in bed.
2. Finally, she says 'good-bye' when we leave.
3. Next, she dresses us up.
4. First, my mother gets up from her bed.
5. Later, she wakes us up to get us ready for school.

Lesson 14

Extensive reading lesson

14.1 Reading and writing

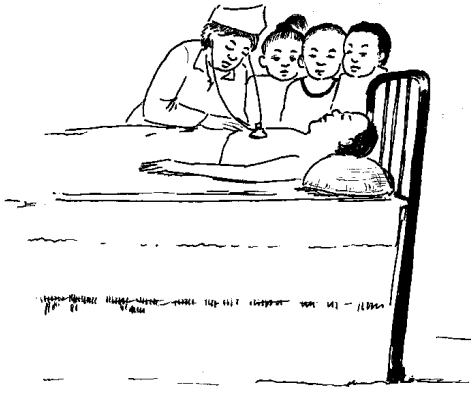
Your teacher will give you a variety of story books. Choose one that you like and read part of the story and complete it in a way you like.

UNIT 4

Children: rights and duties

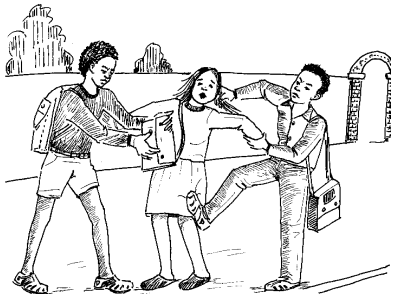












Lesson 1

1.1 Speaking and Reading

a) Read each of the following statements. Do you **agree** or **disagree?**
Then discuss as a group why you agree or disagree.

	I agree	I disagree
1. Boys and girls should always help their parents in the home.		
2. Girls should do all the housework.		
3. Boys should never enter the kitchen.		
4. Students in Grade 6 have lots of homework. So they cannot help in the home.		
5. Boys should work in the garden.		
6. Children do not need to do housework.		

b) Practice making and saying sentences like the examples below. Choose one member of your group to be a reporter. Make sure he or she can report your ideas.

c) Now report to the class on which statements your group agree or disagree with.
Example: We (agree/disagree) that students (should/ should not) come late.
We agree that students should not come late.

1.2 Reading and Speaking

Read the conversation between Haji and Ali. Then practise it with your partner.

Who do you agree with? Why?





Haji: You haven't finished your homework. Why not? I finished mine yesterday.

Ali: Grandfather was ill, so Mum went to look after him. I cooked the dinner and cleaned the house. There was no time to do my homework.

Haji: What? You are a boy. You shouldn't cook and clean.Where was your sister?

Ali: She was studying. She has her school leaving exams next month.

Haji: So what? Boys shouldn't cook. I never cook in my house. And I do my homework.

Ali: But we must help our family.

Haji: Yes, I agree. But housework is not our job.

Lesson 2

2.1 Listening and writing

You are going to listen to a story. After listening, write short answers to these questions:

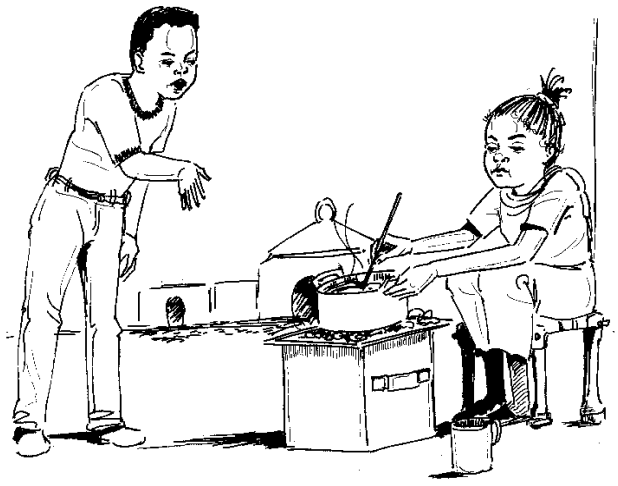
1. How old was Hana?
2. What happened to Hana's parents?
3. Who looked after Hana?
4 .What was her aunt's job?

5. How many people lived in her aunt's house?
6. Did Hana want to go to school?
7. Was Hana happy or sad?
8. Where did Hana sleep at night?
9. How many hours did she work usually?

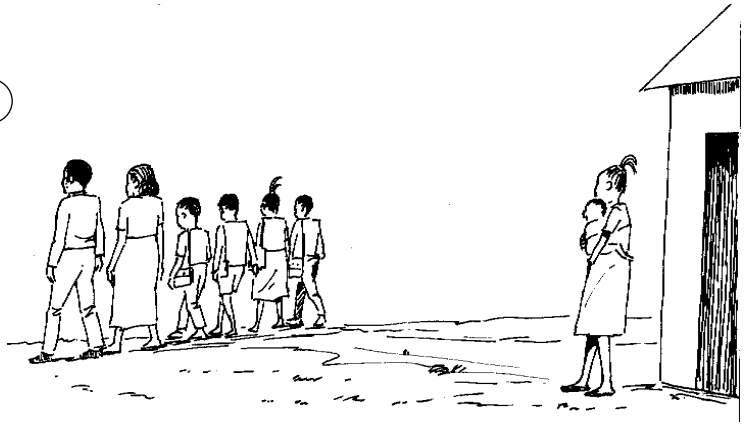
2.2 Listening

a. Listen to the story of Hana Again. As you listen, decide which picture matches each part of the story.

1



2



3



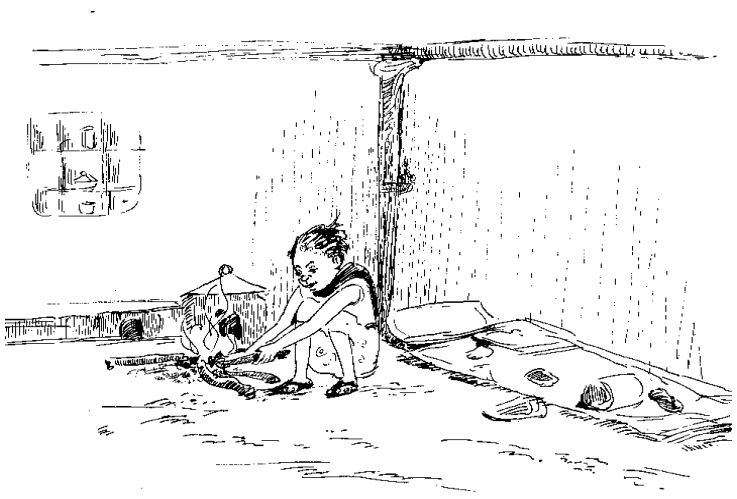
4



5



6



b. In pairs, discuss what you think is going to happen next?

2.3 Writing

In pairs, write a paragraph about Hana's story using the pictures above. (Write at least one sentence for each picture.)

Lesson 3

3.1 Vocabulary

a. Which of these words describe Hana? Which words can describe others in the story?

noisy	**nice**	**angry**	**shout**	**lucky**
lazy	**sad**	**unlucky**	**kind**	**whisper**
cruel	**quiet**	**orphan**	**hardworking**	

Choose words from the box to complete the sentences below.

1. I think Hana is ..... and ..... She is an .....
2. I think her cousins are .....and .....
3. I think her aunt is .....

b. Write the words which are opposites.

Example: lazy - hardworking

3.2 Reading and writing

a. Read these three endings to Hana's story. Which one do you like best? Why?

1. Then Habtom's mother heard what Hana said. "So, you think you can talk like that to my son?" she shouted, "You spend all day sleeping. My children are working hard at school. Go and get Habtom's pen immediately. Don't talk to my children like that again, or go back to your home." Hana cried and cried, but she went and got Habtom's pen and then finished cooking the food.

2. Then Habtom's father heard the shouting. He was very angry with his son. "You are a very lazy boy. Get your own pen. Hana does all the work here and you do nothing. I think all your children must start doing some work in this house. Hana is not our servant. Perhaps, Hana, you should start going to school with us. We must find someone to look after the baby during the day."

3. Hana was very angry. "I am not going to listen to you any more," she said. "Here, look after your little brother. I am going back to my village." And with that, Hana walked out of the house. She walked all night until she found her grandmother's house. She cried and cried but her grandmother promised to look after her and find a way to send her to school.

b. Now write your own ending to Hana's story similar to the endings above.

Lesson 4

4.1 Speaking and listening

In pairs, ask and answer questions about what Hana did in the story.

Example: *Question* - Did she wash the plates?

Answer - Yes, she washed the plates.

OR

No, she didn't wash the plates.

Make these into complete questions and answers as the example above:

Question - Did she .....?

Answer - Yes, ... **OR** No, ...

clean the house	prepare the food
shout at the baby	want to go to school
start the fire	wash the clothes
laugh at her aunt	cook the food
miss her parents	walk to town
look after the baby	go to school.

What about you? Your answers should be true sentences about yourself. You can use these words in your sentences: *never, sometimes, usually, often*

Do you.....? Yes, I sometimes ..... No, I never ..... dig in your garden / sweep your house / prepare food / wash clothes look after a baby / help your parents /study your lessons / play with friends

4.2 Writing

a. Copy the table into your exercise book. Complete the questions about Hana.
Then exchange exercise books with your partner and write answers.

Question	*Answer*
1. Did Hana clean.....?	Yes, she ..... No, she didn't .....
2. Did Hana go.....?	
3. Did Hana want.....?	
4. Did Hana carry .....?	

b. What about your partner?

Copy the table below into your partner's exercise book. Ask questions about what he/she usually does. Then get your exercise book back and write answers to your partner's questions.

Question	
1. Do you .....?	Yes, I often/sometimes/ usually..... No, I .....
2. Do you .....?	
3. .....? 4. .....?	

Language focus
Past simple tense: questions and negatives

- How do we form questions and negatives?
  When talking about the past, we use did to form questions and didn't to make negatives.
  Remember: When talking about something we might always do, we need to use do or does to form questions and don't or doesn't to make negatives.

Pronunciation focus

Look at these words: **don't doesn't didn't I'm he's she's**

- Write the six words in their full form.
- What does the apostrophe (') stand for in all the examples?
- Note that when we speak we usually shorten these words.
- If we say the full form, it doesn't sound natural unless we want to emphasise something.
  'I did not do it!' 'He is doing well!'
- When we write, we can choose to use the full form or the short form.
- In general, we write the short form unless:
  a. It is very formal, and b. We want to emphasise something.

4.3 Speaking

Now ask and answer questions with your partner. Make sure you use the short forms.

Examples:

Did you (cook any food) last week? Yes, I did.
No, I didn't.

Do you often cook the food? Yes, I do.
No, I don't.

work on your walk to school, eat fish
wash clothes look after children drink milk
start the fire go to the market read books
work in your garden sweep your house
obey your parents

Lesson 5

5.1 Speaking and writing

a. Conduct a survey. Work in groups. Copy out and complete the table below.
Ask everyone in the group similar questions to the ones you practised in Lesson 4.
Example: Did you wash the dishes last week?
Use the verbs given in the table below. Record their answers.

Task	Girls				Boys			
	Yes		No		Yes		No	
	Group	Class	Group	Class	Group	Class	Group	Class
1. wash the plates/dishes								
2. look after younger children								
3. clean the house								
4. cook the food								
5. prepare the food								
6. carry the shopping home								
7. sweep the house								
8. make the tea for the family								
9. do the shopping								
10. buy things								
11. feed the animals								
12. dig in the garden/farm								

b. Now write the results of the class survey from the table on the blackboard.
Write about the six most common activities.
Example:
In our class, we found out which students help their parents.
For example, we found that _____ boys and _____ girls washed the plates but ____ boys and _____ girls did not. _____ boys and _____ girls looked after younger children. etc.

5.2 Reading and writing

Look at the results of the class survey above. With your partner, decide which of the following statements are true. Rewrite any false statements to make them true.

1. More girls than boys help in the house.
2. Many boys help with the cooking.
3. The survey shows that boys are hardworking.
4. Parents do most of the work in the house.
5. Boys do a lot of work in the garden.
6. Boys and girls help to look after the younger children.
7. Boys should do more to help in the house.
8. Girls should do more to help in the house.

Lesson 6

6.1 Reading and writing

Copy this table in your exercise book. Then complete the sentences in the second column. [Use the verbs used in column 1.]

Present	Past
1. I wash the plates everyday.	I ..... the plates last week.
2. I look after the baby.	I ..... after the baby yesterday.
3. I clean the house.	I ..... the house this morning.
4. I dig the garden everyday.	I ..... the garden last week.
5. I buy food every week.	I ..... the food last Monday.
6. I feed the animals everyday.	I ..... the animals last night.

Language focus
Regular and Irregular Verbs

Look again at the table in 5.1.
What is the difference between the verbs in numbers 1-6 and those in 7-12?

Past tense forms of verbs can be divided into two types:

1. **Regular verbs.** These add '-d' or '–ed' to form the past tense. But if the verb ends in 'y' then change the 'y' to 'i' before you add 'ed'.
   Example: carry - carried
   cry - cried

2. **Irregular verbs.** These change the shape of the verb in different ways. You must learn the past tense of these verbs as you learn new vocabulary items.
   Example: come - came go - went eat - ate

6.2 Writing

Copy and complete this table of irregular verbs. Use a dictionary to look up the past tense forms of verbs you do not know.

A dictionary will tell you the past tense form of a verb if it is irregular.

Continue to keep this list when you meet new past tenses.

	Present	Past
eat	I eat bread everyday.	I ate bread yesterday.
drink	I drink tea everyday.	I.....
sleep		
drive		
ride		
run		
go		
write		
read		
cut		
make		
throw		

6.3 Listening and speaking

In pairs, partner A asks questions and partner B gives a true answer to the following questions. Use the past tense forms. To be more accurate students can ask 'When did you last ride a bike?'

Example:

A: When did you eat injera?

B: I ate injera two days ago.

Replace the underlined words above with the following phrases:

drink coffee sleep in the afternoon drive a car
ride a bike run to school go to the shops
write a letter read a good story cut your finger
make the tea throw a ball 50 metres

6.4 Reading and Spelling

Read the story below and try to guess the missing words. Write the words in your exercise book. Then listen to the cassette and check your answers.

It was after six o'clock when I _1_ home from school. "Why are you late?" my mother _2_. "There is lots of work to do. You are so lazy. You want me to do all the work?" So of course I _3_ working. First I _4_ to the shops. I _5_ vegetables for dinner. Then I _6_ back home and I _7_ the vegetables while my sister _8_ the dinner. When the food _9_ ready, we all _10_ our dinner.

After dinner, I _11_ the coffee and my father _12_ three cups.
"What about your homework?" he asked. "_13_ your teacher give you any homework?" So then I _14_ upstairs. I _15_ the Biology textbook and _16_ a paragraph for English. I finally _17_ at midnight.

Lesson 7

Extensive reading lesson

7.1 Reading

Read a story of your choice or a story your teacher gives you. Then write what you read from the story. Use the box below.

Title of the story/book: _ _ _ _ _ _ _ _ _ _ _ _ _

Author: _

Names of people in the story: _ _ _ _ _ _ _ _ _ _ _ _ _

_ _

_ _

_ _

_ _

_ _

The place the story happens: _ _ _ _ _ _ _ _ _ _ _ _ _ _

_ _

The time the story happens:

_ _ _ _ _ _ _ _ _ _ _ _ _ _

Lesson 8

8.1 Speaking

Read these questions and tell your group about what happened to you.

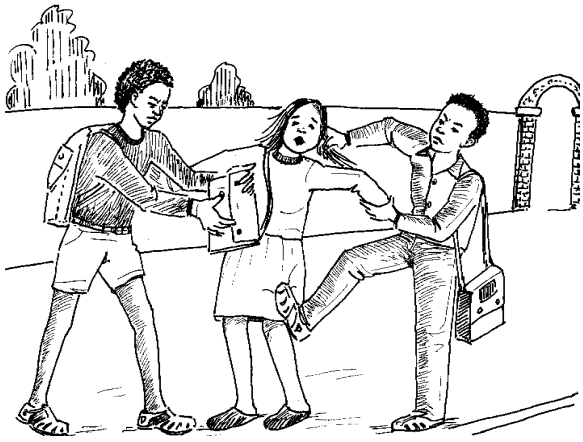
a. Has any boy or girl beaten or hit you?
b. Has anyone taken your property (pens, pencils, bags, etc.) by force?
c. Have you ever beaten or hit other boys or girls?
d. Have you ever tried to take other children's property by frightening them?
e. What happened to the boy or girl who had beat/ hit you or took your property?
f. Have you done the same thing to other people? What happened to you?

8.2 Reading

Read the story "Catch the Bully" and answer these questions.

1. Why was Senait happy at first?
2. Then what made her unhappy?
3. How did the boys hurt Senait?
4. Did the boys take her money?

5. Why was Senait hungry?
6. How many times did this happen?
7. Did she tell anybody at home?
8. Who did she talk to**?**



Catch the Bully

Senait really wanted to go to junior Secondary School. She was so happy when she passed her exams and started at the new school. But after a week she was very unhappy.

Her brothers all went to the secondary school so she always walked to school on her own. On the second day two **tall ugly** boys stopped her.

"Hey, new girl. Come here!" one boy shouted.

She ran. But they also ran. They caught her, pulled her hair and hit her.

"Give us your food. Give us your money," they **threatened** her.

She didn't have any money but they took her food. Then they hit her and kicked her. **Finally**, they ran away laughing. She walked on to school crying. All day she was **hungry** and angry. In the evening she was very tired and very hungry, but she didn't say anything.

The next day the same thing happened. And the next day, and the next day.
At the end of the week Senait asked her friends, "What can I do?"

Lesson 9

9.1 Vocabulary

Find these words in the story and match them to their definitions.

finally	threaten	hungry	also
catch	tall	ugly	bully

_____ = to be unkind to someone weaker than you
_____ = not handsome
_____ = need to eat something

_____ = get hold of
_____ = to frighten someone or say you are going to hurt them
_____ = not short
_____ = too, did the same
_____ = in the end

9.2 Reading and speaking

Read the story about Senait again in your group and suggest what Senait should do. These are the things her friends said. Which do you agree with?

a. "Tell your teacher. He'll punish the boys."
b. "Tell your brothers. They will find them and beat them."
c. "Use a different road when you walk to school."
d. "Don't carry any food or money. We'll give you our food."

9.3 Reading

This is what Senait said in reply. Match her replies to the suggestions in 9.2.

1. "But they are going to beat me badly if I have no food."

2. "They won't help. They are just going to laugh at me."
3. "But the boys are not in this school. So he does not know them."
4. "It is too far and they can still find me."

9.4 Writing and speaking

a. In groups, write your own advice to Senait. And report back to the rest of the class.
Start like this: We agree that Senait should .....
Then .....

b. In your groups, decide what you think is going to happen next.
Write down your conclusions.
Start like this: We think that ..... is going to .....

Lesson 10

Reading 10.1

a. Read the end of the story on your own. Is the ending like yours?

Senait and her three friends met outside her house.
Have you got the food?' her friends asked.'
"Yes, it is all here."
Senait walked ahead, and the girls walked a long way behind. They hid behind the trees. They didn't want the boys to see them.
Then the two ugly boys arrived.
"Hey, new girl, come here."
She did not run this time. But they still caught her, pulled her hair and hit her.
"Give us your food!"She gave them her food.

"Here you are."
Again they ran away laughing.
But this time Senait and her friends also ran away laughing.
At lunchtime Senait ate her friends' food. So after school, she was not hungry.
When she got home, she met her two brothers. They were both very sick. They could not eat any dinner.
"What is wrong?" she asked them.
"There are two new boys at school, and they always give us some of their lunch. I thought they wanted us to be friends. But today they gave us this bad food. It was very bad. Now we are all sick. We are never going to talk to those boys again. No one is going to talk to them again."
Senait smiled to herself. So the two tall ugly boys were punished twice. And she never saw them again.

b. Now answer the following questions with your partner.

1. Did Senait give the boys her food?
2. Why did she and her friends also laugh?
3. How did she punish the two boys?
4. Who gave bad food to her brothers?
5. Where did the bad food come from?
6. Senait says the boys were punished twice. What were the two punishments?

10.2 Reading and listening

Copy and complete this summary of how the story ends.

- First try to guess the missing words.
- Then discuss your answers with your partner.
- Finally listen to the cassette to check your answers.

The girls agreed that they must ..... So in the morning, they prepared Senait's lunch. In the food they put ..... and very hot chillies. "This food is going to make ..... They are never going to ask .....".

So the bullies took Senait's lunch. They ran to school. But they didn't eat it all. They shared the food ..... . Senait's brothers ..... of the tall ugly boys.

When their friends ate the food they all said, "This is .....!"
"This ....." But they ate it all. Then they started ..... Everyone ..... with the two ..... boys. "You tried .....". No one spoke to them. ..... friends at school. They never .....

Lesson 11

11.1 Vocabulary

Think of true examples of any of the actions given in the box.
Make one true sentence using each word. Make sure your sentence is true.
Make sure you know the meaning of these words:

hit kick hurt tease hate cruel hate frighten laugh at make fun of

11.2 Speaking and Listening

Tell your group about one example of bullying that you know.

It can be in this school or in a different school. Say:

the name of the bully
what the bully did
who was hurt
who behaved badly
what happened next

Tell the most interesting story to the rest of the class.

11.3 Writing

Write your own story about a bully. You can use this story as a model if you want to.

Tekeste was not a nice boy.
He hated all the girls.
He always hit them and pulled their hair.
He laughed at them and called them bad names.
The teacher always punished him but he never stopped.
He was very big and everybody was frightened of him.

Lesson 12

12.1 Reading

Exchange exercise books with your partner and read his/her story.

Write down two questions you want to ask him or her.

Example: Why did the bully.....?
Who stopped him/her.....?

12.2 Writing

Give back your partner her/his exercise book.
Write answers to his or her questions.
Draw a picture to go with the story.

Lesson 13

13.1 Reading

a. Read this text about books in a library.

Using the library

In the library, books are usually arranged in the following way:

a. Fiction and non-fiction books are separated. They are put on different shelves.
b. Reference books are also put on a separate shelf.
c. The books are then put in alphabetical order.
This is based on the names of the author or title of the book.

13.2 Reading and vocabulary

Find the words on the left in the text. Then match them to the meanings on the right.

1. author	a. stories that are true
2. shelves	b. stories that are not true
3. separated	c. books that you use to find a certain fact or information
4. reference	d. A, B, C, D, E, F, etc.

5. non-fiction	e. the writer of a book
6. fiction	f. furniture that you put books on
7. alphabetical order	g. kept in different places

13.3 Reading

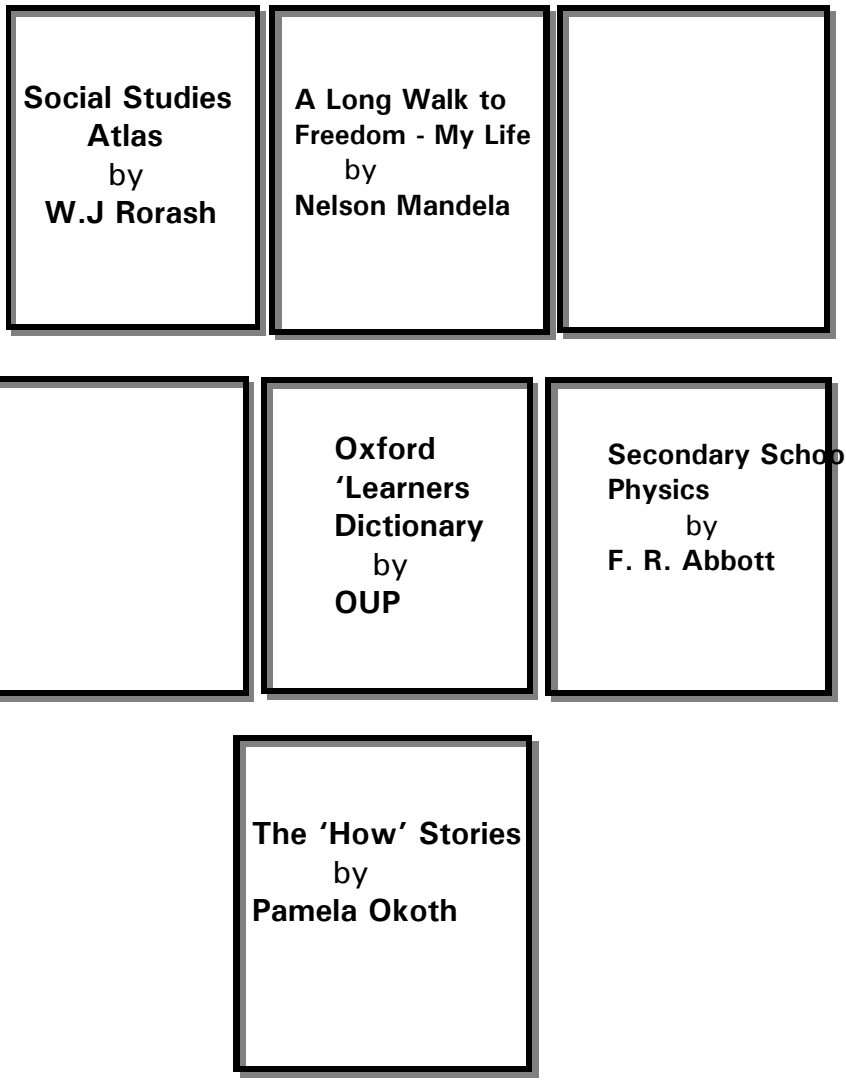
a. Have you read any books?
With your partner, write the following about the books that you have read:

Title	Author	Fiction/Non-fiction/ Reference
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

b. Read the following titles and authors of seven books. Suppose you are the librarian of your school. In which section should you put each book - fiction, non-fiction or reference?

- A Long Walk to Freedom - My Life by Nelson Mandela
- Social Studies Atlas published by W.J. Rorash
- Ethiopian Colonization by Tekeste Taddese
- Murder on the Orient Express by Agatha Christie
- Oxford Learners' Dictionary published by OUP
- Secondary School Physics by F. R. Abbott
- The 'How' Stories by Pamela Okoth

FICTION	NON-FICTION	REFERENCE



Lesson 14

Extensive reading lesson

14.1 Reading and speaking

Tell your partner about the story you read in Lesson 7. Use the notes you completed about the story.

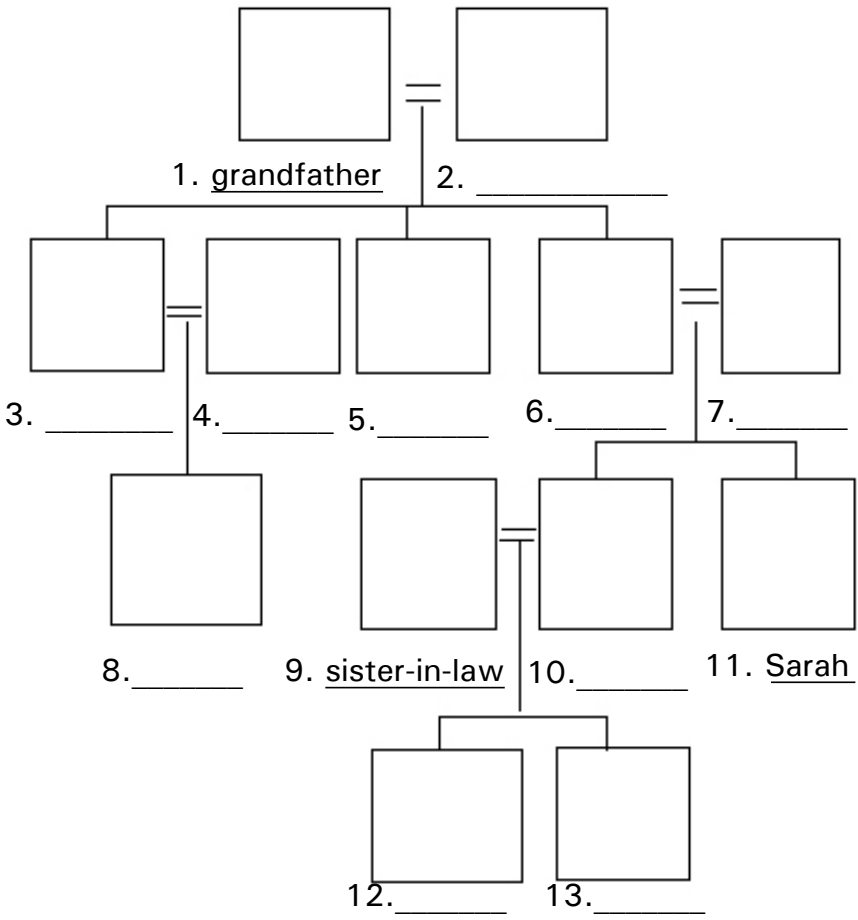
CONSOLIDATION: UNIT 3 and 4

Lesson 1

1.1 Reading and writing

Fill in the correct words in each space. Use the words below to name Sarah's relations. The first one has been done for you.

uncle niece nephew brother aunt cousin grandfather grandmother mother father



1.2 Reading and writing

Put the verbs in brackets into the correct tense.

Yesterday I..... (run) home after school. I ..... (want) to get home early. I ..... (have) a lot of homework to do. When I ..... (arrive), I ..... (see) my cousins. They were visitors. Of course, we ... (go) outside and ..... (play) for an hour.At 7 o'clock we (eat) .....dinner. Then we ..... (sit) in the sitting room and talked for three hours. Now I have a problem. I haven't done my homework.

Lesson 2

2.1 Reading and writing

Copy and complete the dialogue. Write the questions. Use the words in brackets.

Abdu: ..... on Sunday? (where)
Ahmed: I went to Decamhare.
Abdu: .....to Decamhare? (why)
Ahmed: I went to visit my grandmother. I always visit her on Sunday.
Abdu: .....? (did)
Ahmed: Yes, thanks. I always enjoy my visits.

2.2 Writing and speaking

a. Copy and complete the questions below using the information in the table.

Name	*Job*	*Age*	*Height*
Aisha	Mechanic	35	1.60
Ahmed	Teacher	24	1.70
Senait	Farmer	50	1.75
Dawit	Farmer	40	1.85

1. Who is the ..... from the list?
2. Is Senait..... Dawit?
   No, Dawit is .....Senait. In fact, Dawit .....
   in the group.
3. How.....? She's thirty five.
4. How ..... Ahmed. He is 24.
5. Who ..... ? Aisha or Senait?
   Senait; she is fifty.
6. What .....? He's a teacher.
7. What .....? They are farmers.
8. Who is older than Aisha but younger than
   Senait? .....

b. Now orally ask four more questions about their heights. Your partner will give you the answers.

Lesson 3

3.1 Reading and writing

Fill the gaps in these sentences. You can find the words or part of the words in Unit 3.

a. ..... is someone who mends cars.
b. ..... is used for hitting nails.
c. ..... is the room where we sleep.
d. ..... is a place where we prepare our food.
e. .....is a room where we eat.
f. What ..... ? A farmer ..... .
g. What ..... ? A fisher..... .
h. What.....? Teachers..... .

3.2 Reading and listening

Listen and complete the dialogue.
A. Whose pencil is that?
B. It's .....
A. Let me see. It's not ..... It's .....
B. It's not ..... Genet gave it to me last week.

A. No, she gave it to me.
B. No, she gave it to me. Now it's ..... pencil.
A. Here she comes. We can ask her if it is ..... .
Genet, ... pencil is this?
G. Oh. It belongs to Hotel Ambasoira. It's.....
but they gave me ten of them when I worked
there. In fact I gave you both one each.

Lesson 4

4.1 Reading and writing

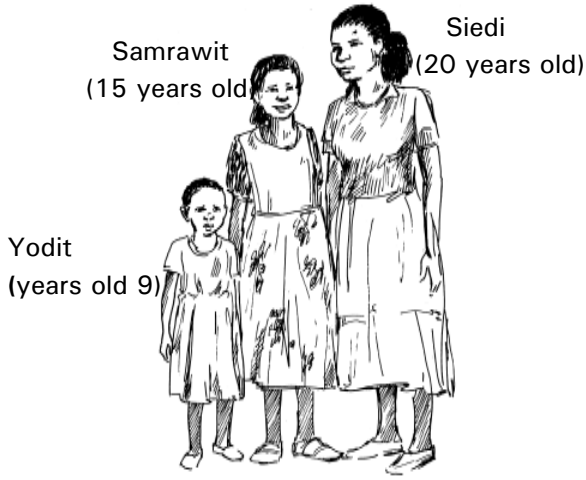
Look at the following pictures and complete the sentences below. The first one is done for you.





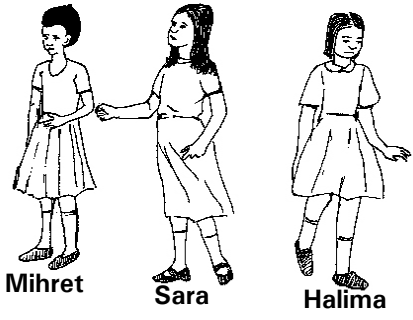
1. The boy is bigger than the girl.

2. The girl is _____ .



3. Yodit is _____. Samrawit is _____.
Siedi is _____.





4. The woman is _____

5. Halima's hair _____.
Sara's hair _____.
Mihret's hair _____.

4.2 Punctuation and capitalisation

Copy and complete the following dialogue into your exercise book. Add the correct punctuation marks and capital letters as you copy it.

Saedia: whose ruler is that
Medhanie: I am not sure. i think it is abdela's ruler.
Saedia: But he has no ruler. He has a pencil a pen an eraser and a bag. It must be helen's.
Medhanie: But the name abdella is written on the ruler. It must be his.

Lesson 5

5.1 Speaking

Play a game. The play is called 'Whose is this?'
Your teacher will organise you to play this game.

Lesson 6

6.1 Vocabulary

Match the jobs in 'A' with words they relate to in 'B'.

A	B
1. mechanic	a. hospital, clinic,sick
2. nurse	b. desk, door, table
3. gardener	c. bus, engine, car
4. carpenter	d. orange,grass,flower

6.2 Writing

Write sentences of your own using the following words.
bully threaten ugly cruel lucky

Lesson 7

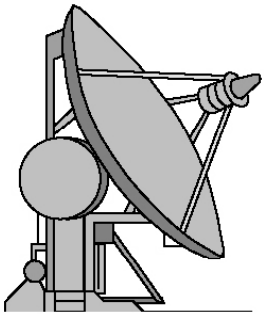
Extensive reading lesson

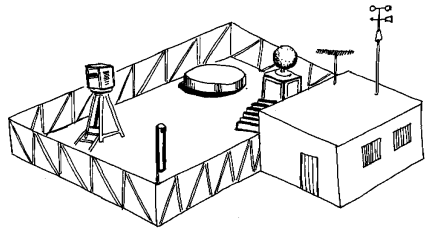
7.1 Reading

Read two or three pages from any of your textbooks. Write down any ten words whose meaning you know. Write any five words whose meaning you don't know. Then, either guess their meanings from the context or ask your teacher to tell you the meanings.

UNIT 5

Weather & Seasons

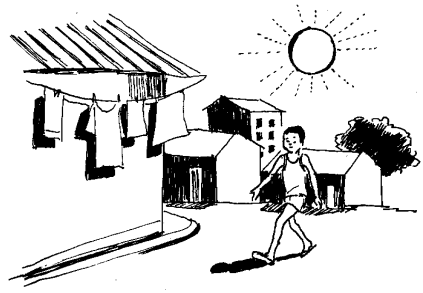














Lesson 1

1.1 Speaking and writing

Look at the different pictures on page 113. List as many words as you can, related to weather. Then compare your list with your partner and see your differences.

1.2 Speaking

In pairs, read and discuss the following questions.

a. What is the weather like at this moment?
b. In which months of the year is the weather hot/ moderate/cold in your area?
c. What is your favourite weather?
d. What clothes do you wear during these different weather conditions?

Lesson 2

2.1 Listening and writing

Copy the table below into your exercise book. Listen to the song "Months of the Year" carefully. Then complete the table with single words or phrases from the song.

Month	What happens in the month?	Month	What happens in the month?
September		April & May	
Oct. & Nov.		June & July	
Dec. & January		August	
Feb. & March			

2.2 Vocabulary

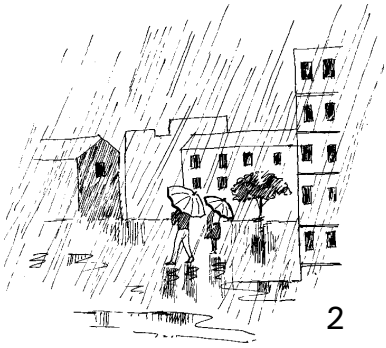
What is the weather like?

Look at the pictures below. Label each picture with the following words that describe weather. Then compare your answers with a partner.

sunny rainy windy cloudy chilly.



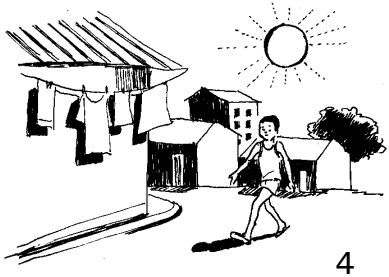
1



2



3



4



5

Lesson 3

3.1 Listening

Sabrina and Matewos live in America. Listen to their conversation carefully. Then answer the following questions.

a. What is Matewos's favourite season?
b. What is the weather like in summer?
c. Which season does Sabrina like most? Why?
d. What is the weather like in winter?

3.2 Listening and writing

Listen to the weather summary on the radio and fill in the missing words and figures.

Weather summary

Dear listeners, here is a short summary of the __(1)__ conditions in our country over the last __(2)__ days.

It was __(3)__ in the southern and central highlands and in the south western lowlands with some __(4)__. The remaining parts of the country were __(5)__.

Town	Amount of rainfall (millimetres)
Mai Aini	15
Mendefera	
Tekombia	
Shambko	

Town	Highest and lowest Air temperature in ^{0}C	
	Highest	***Lowest***
Asmara	27	15
Akordet		
Barentu		
Mendefera		
Aseb		

Lesson 4



"My shoes are too big."



"It's too loud."

Language focus
too and very

4.1 Reading and speaking

Read each of the following groups of sentences and try to understand their differences.

1. The tea is hot. I can drink it.
   The tea is very hot. I can drink it but not quickly.
   The tea is too hot. I can't drink it.
2. The weather is windy. But we can climb the mountain.
   The weather is very windy, but we can climb the mountain with difficulty.
   The weather is too windy. We can't climb the mountain.
3. The wall is high. But I can jump over it.
   The wall is very high. but I can jump over it with difficulty.
   The wall is too high. No one can jump over it.
4. My grandfather is old. But he can still work on his farm.
   My grandfather is very old. But he can still work on his farm with difficulty.
   My grandfather is too old. He can't work on his farm.

What do you think the difference is between very and too?
Discuss this with your partner and your teacher.

4.2 Reading

a. Copy the following sentences into your exercise book and fill in the blanks with very or too.

1. The shirt is _____ big. He can't wear it.
2. The class is _____ noisy, but I can hear you.
3. This pool is _____ deep. We can't swim.
4. The class is _____ noisy. I can't hear you.
5. The shirt is _____ big, but he can wear it.
6. This pool is _____ deep, but we can swim.

b. Match the sentences in A with the sentences in B.

"A"	"B"
1. The woman is too fat.	a. We can't walk any more.
2. We are very tired.	b. They can't live there.
3. The food is too salty.	c. She can't wear your skirt.
4. We are too tired.	d. We must stop soon.
5. The house is too small.	e. You can't eat it.

Lesson 5

Language focus

Present simple - Past simple - Present continuous

Yesterday **Always** **Now**



What did he do at 1 o'clock yesterday?	What does he do at 1 o'clock always?	What is he doing now?
He **ate** his lunch.	He **eats** his lunch.	He **is eating** his lunch.

5.1 Reading

Underline the verbs in the following sentences. Then write the tense of each verb.

a. I walk for about three kilometres every morning.
b. I walked for three kilometres yesterday morning.
c. I am walking to school now.
d. She wrote me a letter last week.
e. She is writing a letter to her friend now.
f. She writes a letter to her friend every weekend.

Lesson 6

Language focus
Present perfect tense

Yesterday	Recently	Now
		
(1 o'clock)	(1:30)	(1:45)
He **ate** his lunch at 1:00.	He **has eaten** his lunch.	He **is drinking** coffee.

What is the tense of each verb written in bold?
What does each of the tenses show?

6.1 Reading and writing

Complete the following sentences with the correct forms of the verbs in brackets [present simple/past simple/present continuous/present perfect]

a. We sometimes …… (go) swimming.
b. We ……. (go) swimming. Would you like to go with us?
c. Alem: Where are your friends?
   Adem: They …… (go) swimming.
d. Adem: Where were you yesterday afternoon?
   Alem: I ……. (go) swimming.

Lesson 7

Extensive reading lesson

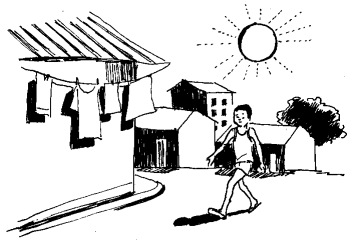
7.1 Reading

Reading a story of your own choice. It is time for pleasure.

Lesson 8

8.1 Reading

a. Look at the pictures and read the sentences carefully. Match each picture to the sentence that describes it.

1. 

2. 

3. 

4. 

5. 

A. It is too cold; it is below 0^0 C.

B. Today is too hot. The temperature is 42^0 C.

C. It is raining heavily.

D. It may rain today; the sky is so cloudy.

E. It is very windy today.

b. Now compare your answer with your partner's answer. Are your answers the same? If not, discuss your differences.

Lesson 9

9.1 Reading

a. Read the instructions on the three seed packets. They tell you how to grow rice, sorghum and maize. Then complete the table.

Rice	Sorghum	Maize
1. Rice grows well in lowland areas. 2. It needs plenty of water. 3. It needs high temperatures. 4. Plant in rows about 10 cm apart. 5. Weeding is not necessary. 6. Harvest after 5-6 months.	1. Sorghum grows well at an altitude below 2000 metres. 2. It needs fertile soil and about 300 mm of rainfall. 3. It prefers high temperatures. 4. Sow seeds in May - early before the rainy season. 5. Plant seeds 12-15 cm apart. 6. Weed in July. 7. Harvest in October.	1. Maize grows well at an altitude of 2500 metres above sea level. 2. It needs fertile soil and about 500 mm of rain a year. 3. It likes warm weather with temperatures between 21° and 27° centigrade. 4. Sow seeds in June. 5. Sow in rows 1 metre apart and with 0.5 metre between holes. 6. Weed when plants are 10 cm high. 7. Harvest in October or November.

9.2 Reading and writing

Now copy the table into your exercise book and complete it with information from the seed packets.

	Altitude	Rainfall	Sow	Weed	Harvest
Rice					
Sorghum					
Maize					
Spinach	all	water frequently	in rows	after weeks	after two months
Carrots		Slight but water frequently	October	weekly	December

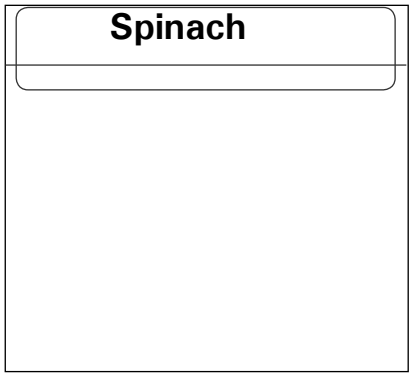
b. Compare your completed table with your partner's table and discuss differences.

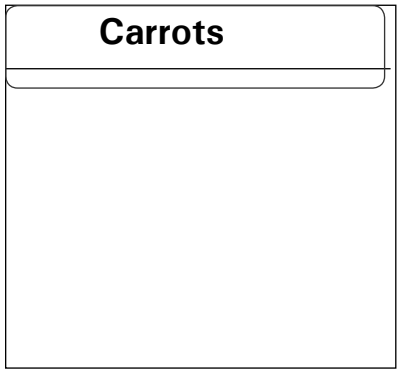
Lesson 10

10.1 Writing

a. Read the instructions from the seed packets on page 119 and copy the table on page 120 of your text book.

b. Now, in pairs, write similar instructions for growing spinach and carrots using the information in the table above.



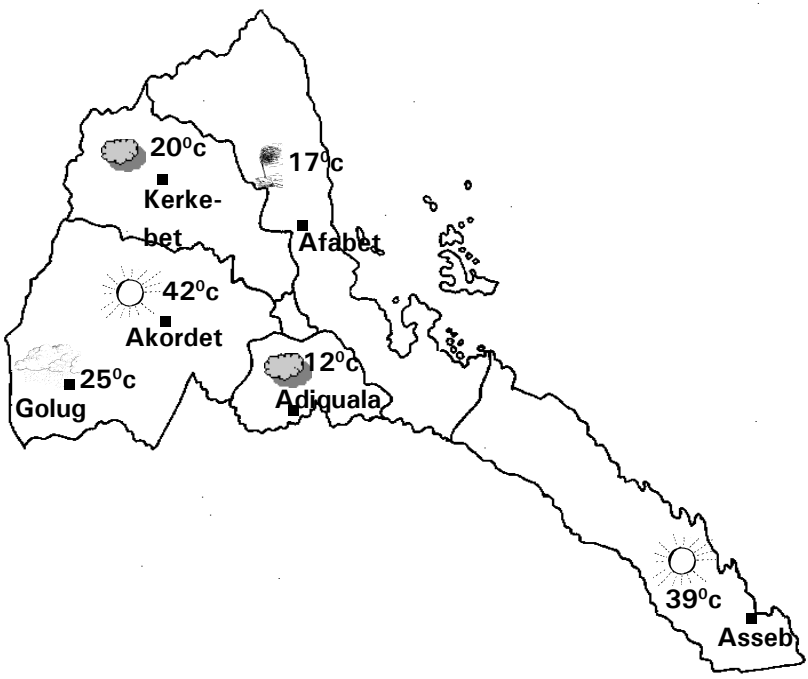


c. Read the instructions that you have written and check for errors like spelling, punctuation and capital letters.

Lesson 11

11.1 Reading and speaking

Look at the map of Eritrea. The weather conditions in some towns are shown by the weather symbols. With your partner, discuss what each symbol shows.



11.2 Speaking

With your partner ask each other what the weather is like in the towns shown on the map.
Example:
Student A: What is the weather like in Afabet?
Student B: It is windy, cloudy and cold.

11.3 Writing

Write sentences describing each of the towns shown on the map of Eritrea.

11.4 Dictionary skills

Read the following words. Then rewrite them according to their order in a dictionary.

include	sleep	weather	weak
country	information	common	slip

Lesson 12

12.1 Reading and writing

a. Read the information in the table about the weather condition in different parts of Eritrea. Then write a short paragraph to describe the weather.

Town/Village	Rainfall (mm)	Temperature (°C)	
		Highest	*Lowest*
Keren	21	34	29
Nakfa	18	29	17
Afabet	14	23	15
Foro	11	35	27
Hazega	29	18	11
Areza	35	21	15

b. Now compare your paragraphs with your partner and try to find out any differences.

Lesson 13

13.1 Reading and writing

Rewrite your instructions on growing spinach and carrots as final.

Correct any mistakes of grammar, spelling, capital letters and punctuation marks.

Lesson 14

Extensive reading lesson
7.1 Reading

- Every week you will spend one lesson reading. The books may come from the library or your teacher may give one to you. You should try to read at least one book every week. You should ask your teacher to help you find a book.
- Keep a record of everything you read.

Copy and complete this table into your exercise book.

1. Title ..... Author .....

2. Is it fiction or non fiction? .....

3. Did you read all of it or part of it? .....

4. What was the book about? .....

.....

5. Did you like the book? .....

6. Describe one thing you liked or disliked about the book.

.....

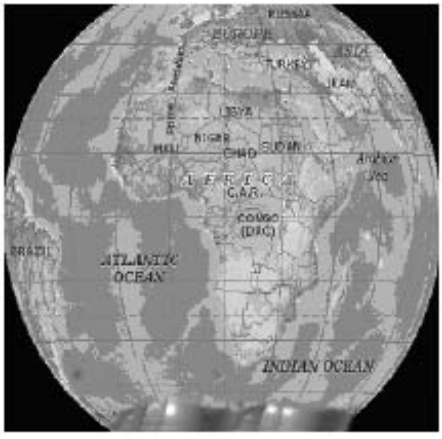
7. Write one thing that you learned from the book.
.....

8. Would you tell others to read the book?
.....

UNIT 6

My country







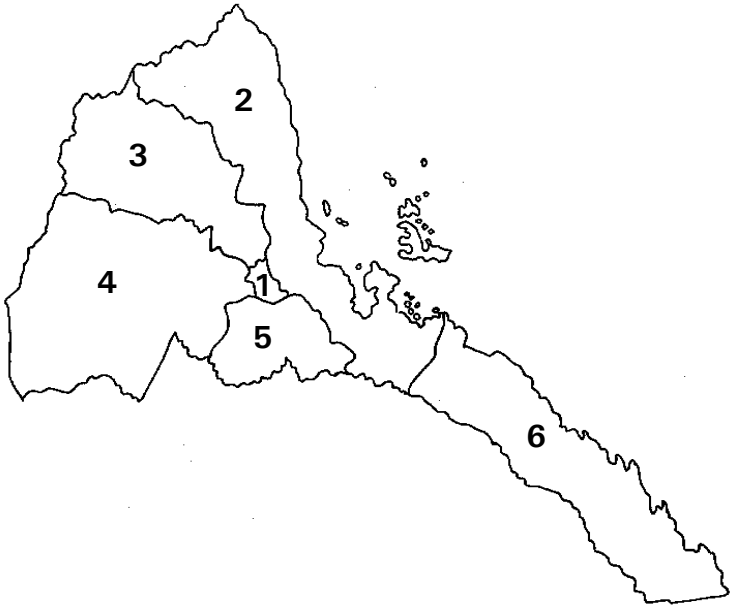


Lesson 1

1.1 Reading

Look at the map of Eritrea and in pairs match the following regions with the numbers on the map.

a. Semienawi Keyih Bahri (SKB)
b. Debub
c. Maekel
d. Debubawi Keyih Bahri (DKB)
e. Anseba
f. Gash Barka



Now work in groups of three and compare your answers.

1.2 Speaking

Name two towns or cities or villages in each region.

Maekel	Debub	SKB	DKB	Gash Barka	Anseba

In pairs, tell each other where the towns or cities are. Use the following example.
Example
Student A: Asmara is found in Zoba Maekel.
Student B: Embaderho is also found in Zoba Maekel.

1.3 Listening

Listen to four people telling where they were born and studied. While listening, complete this table.

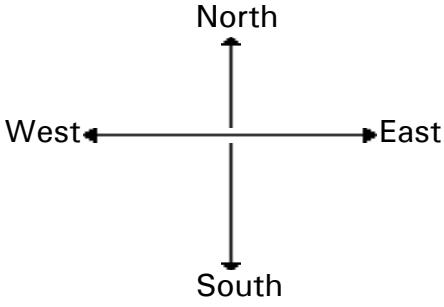
Name	*Born*	*Studied*
Ahmed		
Sara		
Nelawi		
Newal		
Me		
My partner		

Who was born and studied in different places?
Now in pairs ask each other where you were born and studied and complete the chart above.

Lesson 2

2.1 Vocabulary

Study these directions.



2.2 Reading and speaking

In each of the following gaps, write one of the six zobas to match the description. You need to look at the map of Eritrea.

1. _____ is found **north** of Debub and **south** of Semienawi Keyih Bahri.
2. _____ is found **north** of Gash Barka.
3. _____ is found **south** of Maekel.
4. _____ is found **south** of Semienawi keyih Bahri.
5. _____ is found in **west** of Maekel.
6. _____ is found **north** of Debubawi Keyih Bahri.

In pairs, ask each other about places near your town or village or school as is in the example below.

A: Where is the clinic found?

B: It is found north of our school.

2.3 Speaking (Information gap)

Work in pairs. Partner 'A' looks at page127 and partner 'B' looks at page129 and your teacher will give you an instruction for this activity.

Partner A

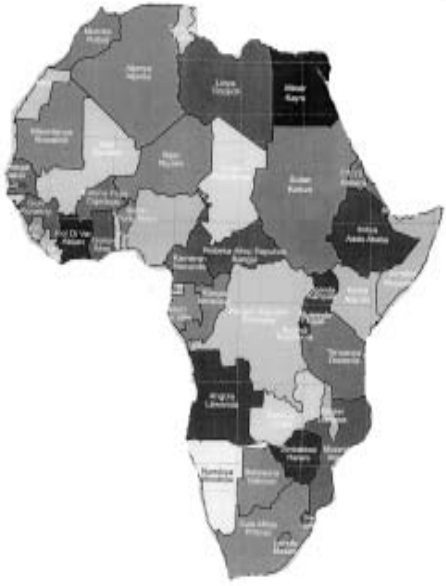
A. Where is _____ from?

Name	***Region***
Nelson Mandela	Southern Africa
Ngugi Wa Tiong'o	
Newal al Saadawi	Northern Africa
Nwan Kanu	

Now, in pairs, look at the map of Africa. Find the country the people are from and indicate it on the map.

Where is Acocha from?

I think he is from Nigeria.



Lesson 3

3.1 Vocabulary

Are any of these near your school?

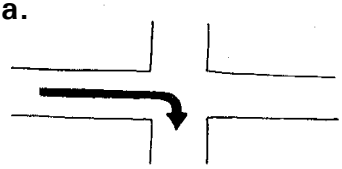
mosque	farm	pond	bridge
hill	church	forest	path

3.2 Vocabulary

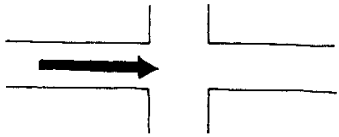
Match the pictures below with the following words.

turn right	turn left	straight ahead
on the corner	in front of	behind
next to	between	

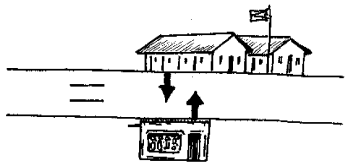
a.



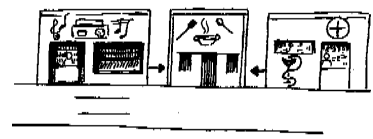
b.



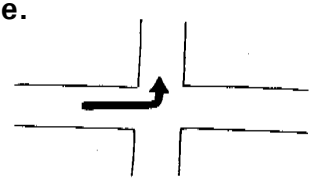
c.



d.



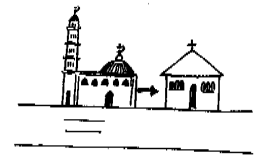
e.



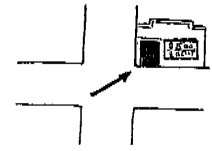
f.



g.



h.



3.3 Reading

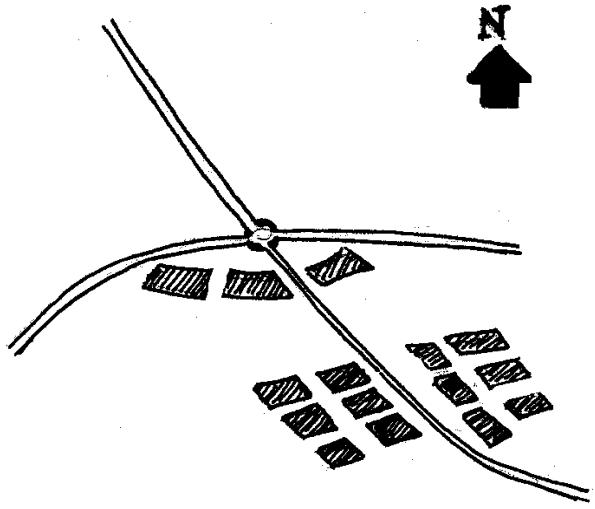
Read the following directions and follow the route on the map below.

Use the other end of your pen or pencil to help you follow. Begin at the hill.

A: Where is the church, please?

B: Oh yes, the church! Go straight ahead along the

path until you come to the forest. Go on over the bridge. Then turn right and walk along. You will find the church on the corner, next to Ali shop.



Work in pairs. Partner 'A' looks at page127 and partner 'B' looks at page129 and your teacher will give you an instruction for this activity.

Partner B

B. Where is _____ from?

Name	***Region***
Nelson Mandela	
Ngugi Wa Tiong'o	Eastern Africa
Newal al Saadawi	
Nwan Kanu	Northern Africa

Lesson 4

4.1 Vocabulary

Read the conversation in 3.3 again, and find all the prepositions used. Write the prepositions in your exercise books.

Example: next to

4.2 Vocabulary

Look at the map on page 130. Use the following prepositions to fill the gaps:

infront of	next to
between	on the corner
beside	opposite

1. The park is _____ the hills.
2. The church is _____.
3. The mosque is _____ the clinic and the school.
4. The pond is _____ Ali shop.
5. Ato Ali's shop is _____ the church.
6. The forest is _____ the path.

Lesson 5

5.1 Language focus (Asking for directions)

Look back at activity 3.3 and write the question asked in your exercise book. What does this question help to find?

Language focus: Asking for directions

How do I get to .....?
Is there a ..... around here?
There are more ways of asking for directions:
Could you tell me the way to ...?
Is this the way to...?
How can I get to....?

5.2 Speaking

Again look back at 3.3 and identify which of the following sentences or phrases are used in 3.3.

A	B	C
You go straight ahead	Go straight ahead	straight ahead
You turn right	Turn right	on the left
You go down this path	Go down this path	down this street
You go along this path	Go along this path	along this street

In groups, what main differences can you see between the phrases in columns A, B and C?

Lesson 6

6.1 Speaking

a. Give directions to the following places in your school. Take turns asking for and giving directions.

Example:

A: Could you tell me the way to the .....?

B: Certainly. ..... .

director's office	staff room	toilet
grade 7 A	grade 8 B	library

b. Give your partner directions to your house from your school.

Lesson 7

Extensive reading lesson

7.1 Reading and writing

Go to your library and read about a country of your choice from an encyclopedia. Find the following information about the country you want to read:

Weather: ———————————————————
———————————————————
———————————————————
Number of people: ———————————————
———————————————————
Plants that grow in that country: ——————————
———————————————————
———————————————————
Location: ———————————————————

Lesson 8

8.1 Reading

Read the form 'A' and the letter 'B' below. Are the two texts the same in their format?

A

Name:	Sabrina Yemane
Age:	12
Place of birth:	Saudi Arabia
Sex:	Female
Interests:	Reading and travelling
Home:	California
Country:	USA

B

Hi,
My name is Sabrina Yemane. I was born in Saudi Arabia in 1993. I like reading and travelling. Now I live in Alaska, which is located in the north west of the USA. I go to a private school, which is very far from my home. I like my school very much. Anyone who is a similar age and has the same interests can write to me at the following address:
Sabrina Yemane
PO Box 456
California

8.2 Language focus

Write the verbs in italics in the above description.
What is the difference between the verbs?
I live in California. California is located in North West of USA.

Language focus: passive and active

When we say what happens to people or things - what is done to them - we use the passive.
We form the present passive by am/is/are + past participle.
'am/is' is used with a singular noun and 'are' is used with a plural noun.
Example: Kunama is spoken in Gash Barka.
Houses are built of bricks.
In these examples, we are not interested in who speaks or who builds houses. Our interest is in the language and in the house.

When we say what people or things do, we use an active verb.
Example: Saleh kicked the football.
We speak Kunama.
Father built our house.
The camel carried a big dog.

8.3 Writing

A. Copy and fill in the following form with information about yourself:

Name:	
Age:	
Sex:	
Interests:	
Home:	
Country:	

B. Then change this into a short paragraph. Use the paragraph about Sabrina as an example.

Lesson 9

9.1 Listening and writing

A. Listen to the three descriptions of countries and take notes under the following headings.

Name of country	Nigeria		
Location			
Divided into			
Population			
Capital city			
Country's official name			
Bordered by			

9.2 Writing

With your teacher choose one of the countries and help your teacher writing a description of it on the blackboard.

9.3 Writing

Choose one of the remaining countries above and write a description of it. Use the description on the blackboard as a model.

Lesson 10

10.1 Speaking and reading

A. Discuss these questions.

* Where are these cities found: Keren, Massawa and Asmera?
* What do you know about them?

B. Each of the following statements says something about one of the cities. Write Keren, Massawa or Asmera against the statement that describes it best.

1. It is the largest city in Eritrea.
2. It has many historical buildings built by the Turks.
3. Mariam Dearit is found in that town.

4. It is on the Red Sea coast.
5. You can find many industries there.
6. It is 90 kilometres away from the capital.

10.2 Reading

Work in groups of three. Each group member will read ONE of the descriptions below and take notes under the following headings:

Name.....	Location.....
Anything of special interest.....	Main economic activities.....
Places to see.....	Things to buy.....

Group 1 : Massawa

Massawa, also known as Mits'iwa, is in north- eastern Eritrea and has a population of 30,000. It is located 115 km east of Asmera. It is a three-hour drive from Asmera. The Asmara-Massawa road winds through a beautiful mountain range. Massawa is the largest natural port in Eritrea.



Massawa exports agricultural products, salt, fish and pearls. There are local industries such as salt works as well as fishery products. The city has an airport and is connected by highway and railway with Asmera.

Massawa is one of the hottest places on earth and rainfall is irregular. The Gergusum beach, which is cool during hot weather, attracts many visitors who like to swim and enjoy themselves. The bars, restaurants and the style of the buildings also attract many tourists.

Group 2 : Asmera

Asmera is the capital of Eritrea and it's largest city. It is located in the centre of the country. The current Asmera was built as the capital of Eritrea between1890 and 1940. Now it has a population of around half a million.



The palm trees, cafés, art deco buildings, and good climate make it an attractive city. There are also many interesting places to see in Asmara. The main cathedral, which was built in 1923, is located in the centre of Asmera on Liberation Avenue.The mosque, Jami Al Khulafa'e el Rashedin, which was built in 1923, is located in the centre of the capital, next to the main fish market. Saint Mary's Orthodox Church is also another interesting place to see. It was built in 1938. There are industries like tanning, textile, flour mill, and brickmaking. A technical school and a university are also located in the city.

Group 3 : Keren

Keren is one of the best known cities in Eritrea. This city is located 90 km north-west of Asmera and is about three hours' drive by bus. It has a population of around 82,000, who mostly speak more than two languages.



There are many attractions including the camel caravans, the Turkish style mosque, and the way people dress in jelebia and luwyet.There is much to see in Keren, for example the war cemeteries. They are located on the right of the Akordet road leading to the north-west of the town. A 20-minute walk past the Italian cemetery to the right of the market area takes you to Mariam Da'arit shrine. Further to the south, behind the Keren Hotel, is the market area, and across from the centre of the market there are gold and silver jewellery shops.

10.3 Listening and speaking

Work in groups of three. Close your textbooks. Then each person tells their two partners about the city they read about, using the notes taken in 10.2. The other two listen and take notes.

10.4 Writing

Look at the notes you have made and write a description of a town you did not read about.

Lesson 11

11.1 Capitalization

a. Look at Lessons 10 and pick out all the words that start with capital letters.
Example: Asmera

Which words in your list are names?
Which words in the list are used to start a sentence?

b. Here is a short paragraph written by a student. Copy down and correct the paragraph. Underline each mistake you corrected.

my name is henok. i was born in tesenay but soon moved to barentu. now i live in akordet, which is in the gash barka zone. gash barka is west of asmera. the barka river is north of the town. i like Akordat very much but it is hot.

11.2 Spelling game

Your teacher will tell you what to do.

Lesson 12

12.1 Vocabulary

Look at the words below. Which do you usually find in a town? Which in a village? Which in both? Put the words into the correct column.

forest, car park, church, big building, factory, hill, mountain, bank, field, café, bridge, farm, school, main road, restaurant, sheep and goats.

Town	*Village*	*Both*

12.2 Speaking and writing

Copy the following table.
Discuss the advantages and disadvantages of village and town life. Brainstorm ideas and vocabulary first. Now write your ideas in the table.

	Advantages (positive)	*Disadvantages (negative)*
Town		Expensive
Village	Cheap	

12.3 Writing

Write five complete sentences from the table above.
Example:
I like living in a village because it is cheaper than living in a town.

Lesson 13

13.1 Speaking

In pairs, write questions and their answers about how people do things in towns and villages. Use the following substitution table to write the questions. You need to answer them from your knowledge.

When			travel	
How	do	people	start	in a village?
Where	does	school	build	
What			do	in a town?
			cook	

Example:
How do people build houses in a village?
People build houses of wood and dry grass.

13.2 Speaking and writing

In pairs, write questions and their answers about how things are made in towns and villages. Use the following substitution table to write the questions. You need to answer them from your knowledge.

			grown	in a village?
When		lunch	built	
Where	is	houses	bought	
How	are	food	eaten	
		sugar	cooked	in a town?

Example:
How are houses built in a village?
Houses are built of wood and dry grass in a village.

13.3 Language focus

From the examples you have constructed in 13.1 and 13.2, write down the answers to the questions. Then classify the verbs according to their format into two columns as in the example and tell each other the difference in meaning.

is/ are built	build/s

Lesson 14

Extensive reading lesson

14.1 Reading and speaking

Share with your partner the information you read about the country of your choice .

CONSOLIDATION: UNIT 5 and 6

Lesson 1

1.1 Reading and speaking

a. Read the passage about three people from different parts of Eritrea. Which part of Eritrea do you think they come from?

Nassir Ahmedin We have long hot and short rainy seasons. We have a beach in the Red Sea. In summer, it is very hot. The temperature reaches 40 degrees centigrade. So, I go to the beach during weekends. I like swimming. My favourite season is winter. I love the clouds and the rain.	Hiwet Tedros February, March and April are usually very hot in my town. I don't like autumn as it is very hot. My town is near the capital city. It is only two and half hour drive. My favourite season is spring because it is moderate. I often walk for two kilometres to the near villages.	Ashesh Suleman We have a long dry season during summer. In winter, we have heavy rain. My town is in the lowlands. It usually has moderate weather. I like the dry season. I usually travel on foot to the near villages to visit my relatives. I don't like winter as it is difficult to travel because it is cold.

b. Discuss on how you decide.

I think Ashesh is from ..... because .....
Yes, you are right because it also .....
No, I think he is from ..... because .....

c. True or false

1. All of them like walking.
2. Nassir enjoys hot weather.
3. Ashesh enjoys travelling.
4. Hiwet would probably like to live in Ashesh's village.
5. All of them like their place all the time.

d. Write short questions about Hiwet, Ashesh and Nassir.

Example: Does Hiwet like spring?

Lesson 2

2.1 Reading and writing

Read the table below and the paragraph about Assab. Then write a short paragraph about Akordet.

*The weather in Assab is very hot and windy in **August.***
*In **October,** it's cold and rainy. In March, it is not very hot but it is still windy.*

Month	Assab	Akordat
March	Not very hot and windy	Very hot
August	Very hot and windy	Rainy but hot
October	Cold and rainy	Chilly

Speaking 2.2

a. Make dialogues with a partner. Use the information in the table below.

Action	What/ Where	When
be	Barentu	8 months ago
see	Mete'ra	in 2002
watch	TV program	last night
read	Tom Sawyer	a month ago
play	football	last week

Example

You: Have you ever been to Barentu?
Your partner: Yes, I have.
You: When did you go?
Your partner: I went there two years ago.

b. Now practise the dialogue by giving true information about yourselves.

Lesson 3

3.1 Reading

Read the paragraph below. Match the questions and answers.

> This is my town. My school is next to the clinic. The administration office is behind my school and the clinic. There are fields for farming in front of the clinic. The farms are across from the police station.

1. Is the police station next to the school?	Yes, they are.
2. Are the farm fields across from the clinic?	No, they aren't.
3. Is the administration office between the police station and the school?	No, it isn't.
4. Are the school and the clinic in front of the administration office?	Yes, it is.

3.2 Listening and speaking

Listen to and sing the song

There is a duster on my head.
There is a TV in my school bag.
There is a student over the blackboard.
What a mess! What a mess!

There are many animals next to our class.
There are dogs in front of our class.
There are children up the mountain.
What a mess! What a mess!

Now ask and answer questions from the song.
Example: Where is the TV?The TV is in my school bag.

3.3 Reading

Put a correct preposition (in, on, over, in front of, between, behind)

1. Our teacher never sits _____ the students.
2. What have you got _____ your bag?
3. There is a man _____ the roof. What's he doing?
4. There are a lot of fish _____ the river.
5. Saron is sitting _____ Hajait and Mehari.
6. In volleyball, you have to hit the ball _____ the net.
7. Don't sit _____ on top of the desk.

Lesson 4

4.1 Writing

Rearrange the following sentences

1. cleaned / classroom / everyday / is / our .
2. is / Teseney / found / where ?
3. stamps / in / sold / post office / are / a .
4. are / you / to eat / in class / allowed / not .
5. pronounced / this / is / how / word ?

Which of these statements are always true? Why?

4.2 Vocabulary

Solve the cross word puzzle.

1		2						
								3
				4				
		5						
					6			
7								
		8						

Down	Across
1. one word from unit five topic	1. an instrument for measuring the wind
2. the opposite of south	5. the opposite of cold
3. Sound which happens when raining	6. the opposite of west
7. an instrument for measusing rainfall	
8. the opposite of summer	

Lesson 5

5.1 Reading and writing

Complete the conversation between Ali and Nejat. Use either present continuous or present simple.

Nejat: What _____ 1(you look at)?
Ali: There is a man at Weizero Kedija's house. He _____ 2 (not live) there.
Nejat: Perhaps he _____ 3 (visit) Wezero Kedija.
Ali: No. She isn't at home. She _____ 4 (work) in my father's school. She catches the same bus as dad every morning.
Nejat: Now Look! He _____ 5 (try) to open the gate but it's locked.
Ali: Look! He _____ 6 (climb) over the garden wall.
Nejat: Let's follow him. I want to see what he is _____ 7 (do)

Now practise the dialogue with a partner.

5.2 Reading and writing

Put 'too' or 'enough' with the adjectives in brackets.

Lesson 6

Example: Suzie can't get through the fence. She is *too fat (fat).*

1. Suzie can't reach the cake on the table. She _____ (tall).
2. Suzie can't speak. It is _____ (cold).
3. Suzie can't play football because she can't kick _____(hard).

5.3 Writing

Write sentences with the following words.

Freezing chilly hot cold

6.1 Writing

Use the words in brackets to make questions about Gash Barka.

Example:

There are 6 administration Zobas in Eritrea. (How many?)

How many administration Zobas are there in Eritrea?

1. Gash Barka is the largest zoba. (Which)
2. Around 200 thousand people live in Gash Barka?. (How many)
3. The people of Gash Barka eat different types of cereals. (What)
4. The farmers grow sorghum, maize, etc. (What)
5. People travel by bus, lorry, camel. (How)

6.2 Writing

Write sentences about the Eritrean languages.

Arabic	Tigre	Saho	Bilien
Hidarib	Afar	Kunama	Nara

Example: in Asmara
Tigrigna is spoken in Asmara.

1. in Massawa
2. in Keren
3. in Assab
4. in Mendefera
5. in Senafe
6. in Barentu
7. in _____
8. in _____

Lesson 7

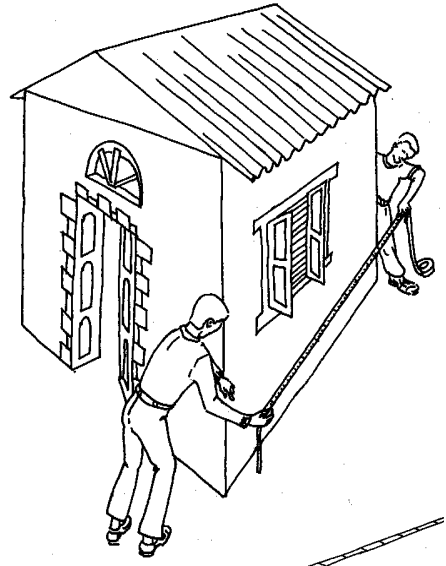
Extensive reading lesson

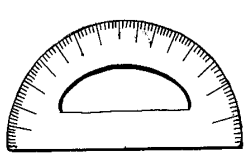
7.1 Reading and writing

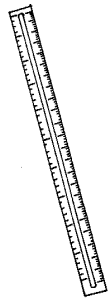
Read any text of your choice and write any five words whose meaning you don't know. Ask your partner or the teacher to tell you their meanings.

UNIT 7

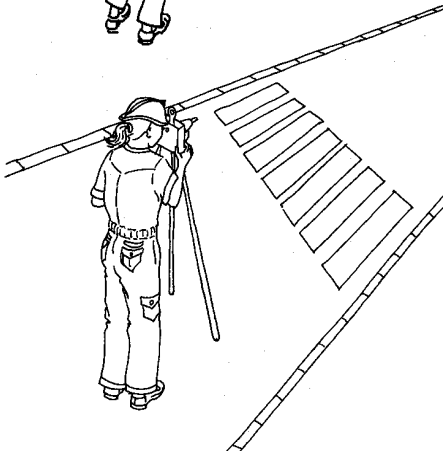
Maths is fun

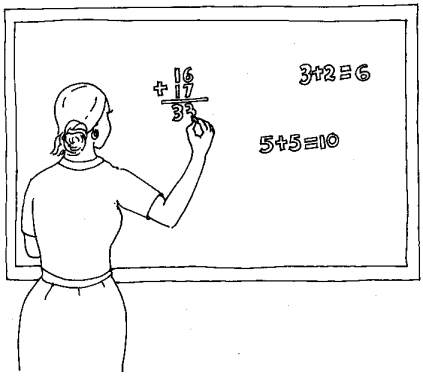












Lesson 1

1.1 Reading and writing

Look at these symbols. What word or words mean the same as each symbol? You may be able to find more than one word for each.

x	+	÷	%	( )

1.2 Speaking

a. As a group, discuss the following statements.

Statements	*Agree*	*Disagree*	*Not sure*
1. I like mathematics.			
2. Mathematics is fun.			
3. Mathematics is a very useful subject.			
4. Mathematics will help me get a good job.			
5. Mathematics is very useful for technology.			
6. Mathematics is a very difficult subject.			
7. There is no need to study Mathematics.			

b. As a group, decide how many students agree/ disagree with each of the statements as in the example below.

In our class 30 students like mathematics and 30 do not like mathematics. This means that 50% of the class like mathematics and 50% don't like it.

c. Now discuss why you agree or disagree. After discussion give reasons for your answers. You may use your own words or those from the box below.

Example:
I like/ don't like mathematics because .....

Possible reasons

it is easy to understand.
it is boring.
you need it in computers.
you need maths for building.
it is difficult to understand.
it is interesting.
it helps to solve problems.
I can't understand it.
I can play games using mathematics.
it helps to understand how things work.

Lesson 2

2.1 Listening and writing

Listen to the text about branches of mathematics and complete this diagram.

	Algebra	Arithmetic	Geometry
What you study			
Who finds it useful			

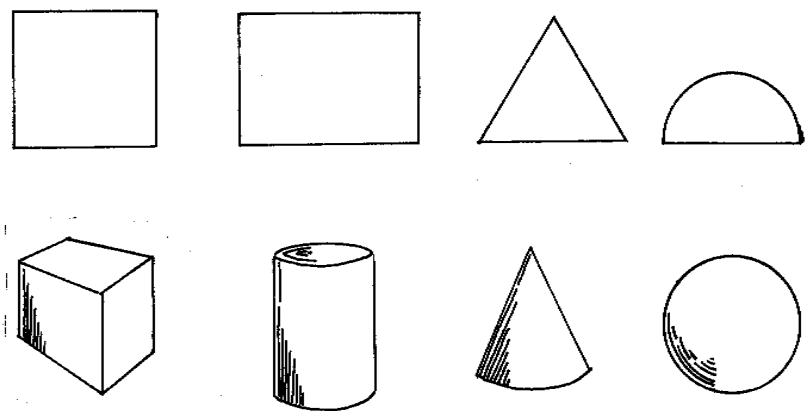
Use the following words to complete the chart.

shapes	counting	photographers	how many
farmers	what size	symbols	builders
equations	shopkeepers	chemists	physicists

2.2 Reading

What branch of mathematics will you use to solve each of these problems? You do not need to solve the problems.

1. One angle of a right-angled triangle is 30°. Draw the triangle.
2. $2a = a + 6$. What is the value of a?
3. There are 40 children in the class. 32 passed the exam. What percentage passed?
4. I have 100 Nakfa. I want to buy 3 kilos of meat at 20 Nakfa a kilo, two kilos of sugar at 7.50 Nakfa a kilo and a packet of sweets costing 30 Nakfa. Can I buy all this? What should I leave out?
5. $3-x = -1$. What is the value of x?
6. Now match these shapes with the names below.



cylinder square triangle cone
semi-circle rectangle cube circle

2.3 Writing

Set one mathematical problem for your partner as in the above.

Lesson 3

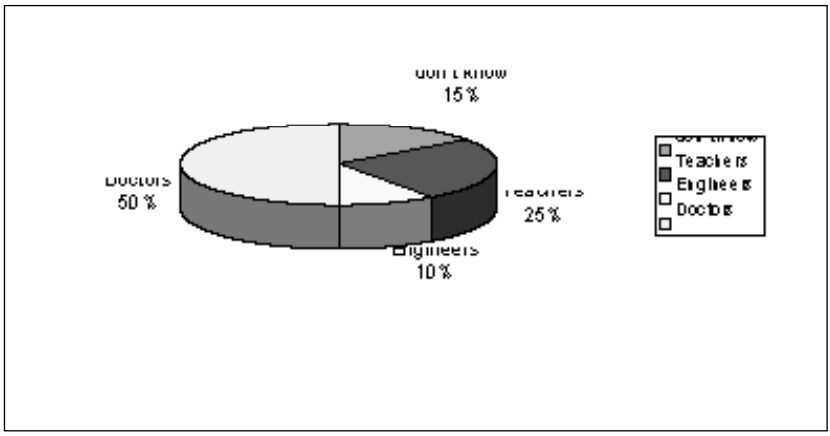
3.1 Reading and matching

a. Look at the three graphs below.
Read these descriptions and match them to the correct graph.

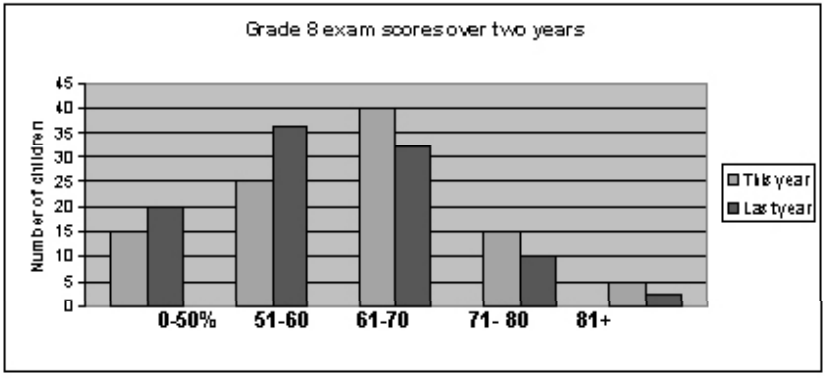
A. This year in our school the Grade 8 exam results were different from last year results. In some cases, they were much better than last year. You can see from the bar graph that this year 40 children passed the exam scoring between 61 and 70 and 20 scored 71 and above. But last year only 32 children scored between 61 and 70. Similarly, the number of students who scored 71 and above was only 12. How ever the number of children who scored between 51 and 60 was greater last year than this year.

B. Look at the pie graph. This graph shows you that half of the children in the school want to be doctors when they leave school. A quarter of the class want to be teachers and only ten percent want to be engineers. Fifteen percent do not know what they want to be.

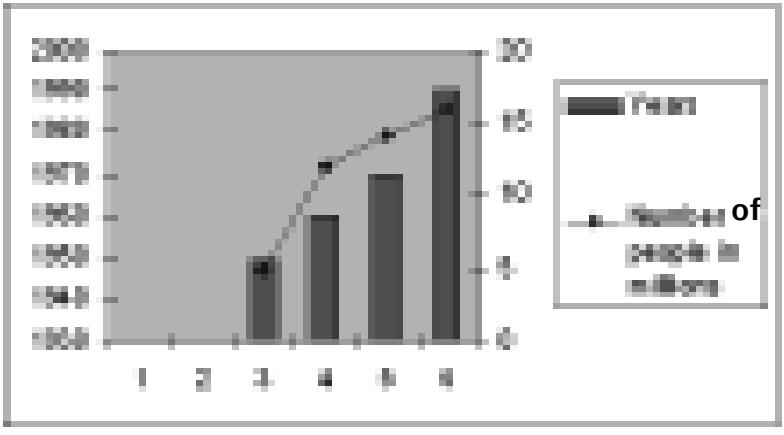
C. This line graph shows the growth of population in Uganda. The growth is very rapid. In 1950 there were 5 million people. In 1970 this grew to 12 million. Then numbers increased more quickly. By 1980 there were 14 million. The change in the numbers is evidence that there was a rapid population growth in Uganda from 1950 to 1980.



GRAPH 2



GRAPH 3



b. Use the graphs to ask and answer these questions.

1. How many children want to be doctors?
2. How much population growth was there in Uganda between 1950 and 1970?
3. The number of students who scored more than 80 in each year was:
   a. less than ten b. more than ten
   c. unknown

c. Now write three more questions based on the graphs in Lesson 3. Then change books with your partner. Write answers to his or her questions.

Lesson 4

4.1 Vocabulary

a. Match the following words with their definitions.

1. rapid _____	a. to become larger or bigger
2. growth _____	b. number of people
3. evidence _____	c. happening very quickly
4. increase _____	d. a sign or proof that something is true
5. population _____	e. increase in number

b. Use the words above to complete the sentences below.

1. We have no ..... to prove that she stole the money.
2. Ali is successful. Look at his ..... promotion in two years from a shopkeeper to a factory owner.
3. He is happy. His salary has ..... from 500 to 1000 Nakfa.
4. The population ..... of many countries is very rapid.
5. The .....of Asmara grew by 100,000 people last year.

4.2 Vocabulary

Write the following in numbers:

a half	a quarter	a million
ten percent	fifteen percent	

Lesson 5

5.1 Reading and speaking

Read the following language focus and discuss it with your partner

Language focus

Adjectives – comparison

What do we do to compare adjectives? Look at the following:

Example: few fewer fewest

beautiful more beautiful most beautiful

5.2 Reading and writing

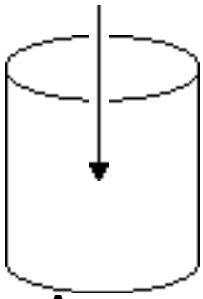
Complete the following sentences according to the information in Lesson 3.1.

1. ..... children want to be engineers than teachers but ..... children want to be doctors.
2. ..... students passed the exam this year than last year.
3. There were ..... people in 1960 than in 1990.
4. There are ..... students that want to be doctors than engineers.
5. .....children passed their exams last year than this year.

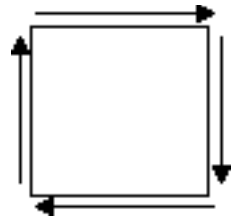
5.3 Reading

Match the definitions with the pictures. The arrows may help you guess.

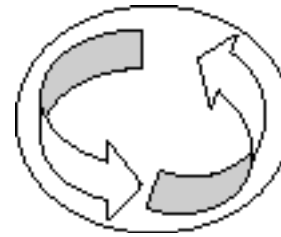
perimeter area volume shape



A.



B.



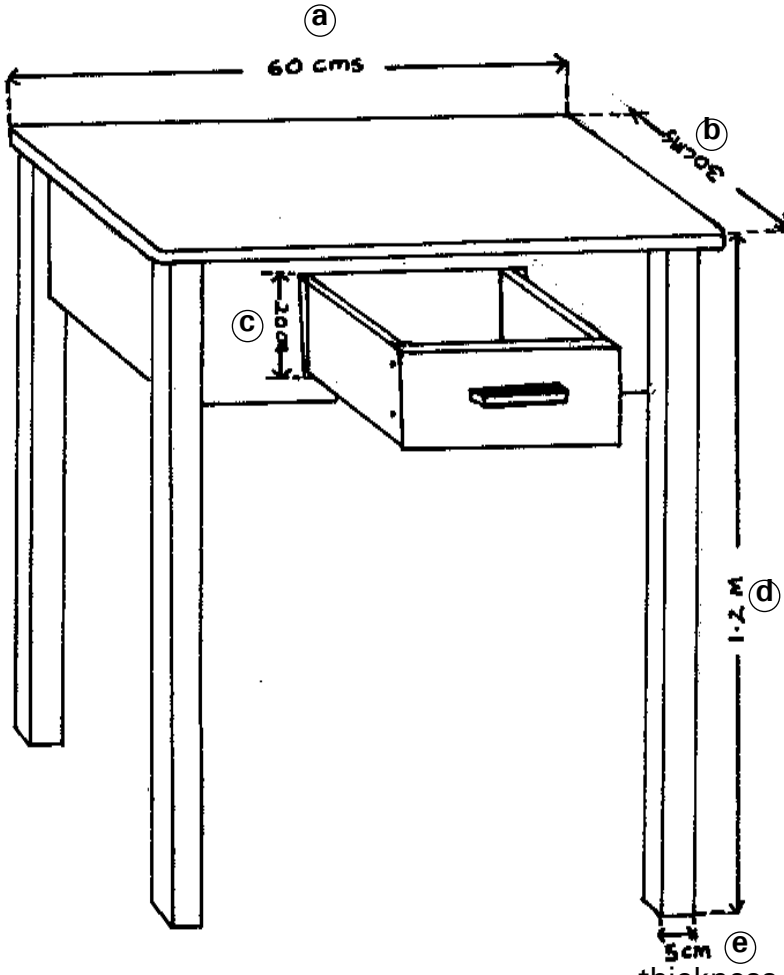
C

1. _____ Perimeter is a curve enclosing an area or the length of such a curve.
2. _____ Area is measurement of a surface enclosed within a boundary.
3. _____ Volume is space inside an object.
4. Shape is the form or structure of something.

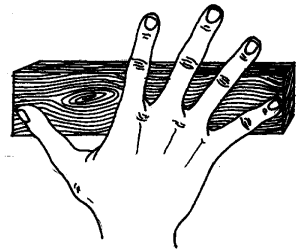
Lesson 6

6.1 Reading and writing

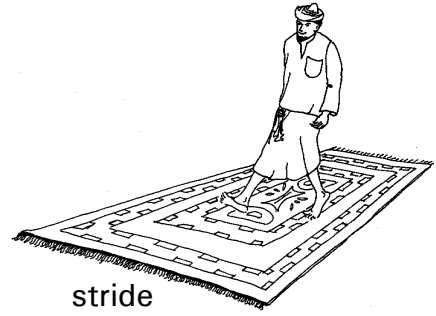
a. This is a drawing of a desk. Copy the drawing and label the letters with the following words as in the example:
height, width, length, depth, thickness



thickness



span



stride

Now complete this description of your desk.

My desk is ..... spans wide, ...
high and ..... long. The drawer is .....
deep. It is made out of wood that is ..... .

Find a ruler. Measure the length of your span.

Write the length, width and height of your desk in both non-formal and formal measurements.

6.2 Speaking

Compare your span with your partner's. Whose is bigger? Compare your stride with your partner's. Whose is longer?

	span	stride
Length of own span and stride		
Length of my partner's span and stride		

Lesson 7

Extensive reading lesson

7.1 Reading

Your teacher will give you different books. Choose one you like and draw pictures that go with the text you read.

Lesson 8

8.1 Writing

Copy and complete these sentences.
My span measures ..... . My partner's measure's ..... . So my span is ..... than my partner's.
In our group ..... has the ..... span.
But ..... has the ..... span.

Now write a similar paragraph to compare your strides.

8.2 Reading and speaking

Read the following language focus and discuss it with your partner.

What is the difference between the words underlined?

a. How long is the bridge?
b. What is the length of the bridge?

'long' is an _____ but 'length' a _____.

Decide if these words are used in either 'a' or 'b' form above:
high, depth, width, height, deep, wide

Lesson 9

9.1 Writing

a. Complete the following table. The first one has been done for you.

Noun	*Adjective*
width	wide
length	.....
.....	high
.....	deep
thickness	

b. Which word fits each sentence?

1. How ..... is your desk? (long, length, thickness)
2. What is the ..... of your bedroom? (width, long, deep)
3. How ..... is the wood? (thickness, thick, length)
4. What is the ..... of that door? (deep, height, long)
5. What is the ..... of the well? (wide, depth, thick)

9.2 Speaking

Work in pairs. Ask and answer questions as in the above about things in your class.

Example: How long is the blackboard? OR
What is the length of the blackboard?

Answer:
It is 2 meters.

Lesson 10

10.1 Reading and speaking

a. Read and say true or false.

1. Numbers have come from Africa.
2. Numbers are important part of our lives.
3. 1, 2, 3, 4, etc. are called Arabic numbers.
4. All people count in the same way.

b. Read the following text and answer the questions that follow.

History of our numbers

1. Numbers are one of the most important things in our lives. We need them when we shop. We need them when we count. We need them to tell the time. We need them when we play football.

2. There have been many different ways of counting. But the most important thing is that we have a system for counting whole things. We also need a system that will let us divide large items.

3. In ancient times there were many different symbols for counting numbers. The best known system is the Roman system. This used I, V, X, L and C. However, their system had a problem. It did not have a zero. Without zero arithmetic is very limited.

4. The number system which is used today came from India and Arabia. The 0 was first introduced in India and adopted in Arabia. The numbers now used in the west are from Arabia and are stil called Arabic numbers: 1, 2, 3, 4, 5, 6, 7, etc. The numbers used in Arabic came from India and they used to call them Hindi numbers.

5. The shapes of some of our 'Arabic' numbers are interesting. Why is 2 shaped the way it is? If you look at 2 and write it like Z, then we can see that it has two angles.

6. Now look at the number 3. Change the curves into straight lines and angles. How many angles are there? And if we look at number 1 we can see one angle.

a. What was wrong with the Roman way of counting?
b. Why do we write zero as a circle?
c. Where was the number '0' first introduced?
d. Why is the shape of the 'Arabic' numbers interesting?
e. Look at the five questions above. Which paragraph answers each question? Write the letter of the question and the number of the paragraph.

Lesson 11

11.1 Reading and speaking

a. In groups, answer the following questions and read the texts about numbers and beliefs. Then complete the table in 'b'.

1. Do you know any numbers related with any beliefs in your area?
2. Are they related with good or bad things?
3. Do you believe in them?
4. Do people in your area have any beliefs related to the numbers 7 and 13? If so, what are the beliefs?

Numbers and beliefs

People around the world have different beliefs related with different things. These can be numbers, animals, colours, and so on. This kind of belief which is related with things is called superstition. Let's see two examples:
Seven has always been considered a special number. Ancient Egyptians thought the world was a four-sided house with three gods in it, making seven parts. The Romans believed that people's behaviour changed completely every seven years.

According to the Bible, the world was made in seven days. And when we are very happy and say 'I'm in Seventh heaven', we are referring to Jews belief where Seventh Heaven is the best of all possible heavens. The seventh son of a seventh son is thought to be born very lucky. But it is believed that if you break a mirror, you will have seven years of bad luck. This is because people believed that their soul was reflected in the mirror.



Many people seem to fear the number thirteen. This is called Triskaidekaphobia (fear of number 13). On 13 April 1970, three astronauts nearly died when an oxygen tank exploded on the Apollo 13 spaceship. If there are thirteen sitting around a table, it is also believed to be very unlucky because there were thirteen at the Last Supper of Jesus Christ. There is also an example from Norway history. Twelve gods were invited to dinner. But, Loki, the god of bad behaviour, arrived uninvited and during the dinner one of the gods was killed. Some house numbers are changed to 12A instead of 13. Many hotels and office buildings in certain places do not

have a thirteenth floor. For example, Selam Hotel and Sunshine Hotel in Asmara do not have a room with the number 13. And Friday the 13th is thought to be unlucky. However, in China 13 doesn't look to have a negative association. According to news on Associated Press on November 6, 2004, all Chinese cell phone (mobile) numbers begin with 13. Do you know what numbers the Eritrean cell phones (mobile) start with?



b. Copy and complete the following table using information given in the two texts above.

Numbers	Good about the number	Bad about the number
7	1 - lucky	
13		

11.2 Vocabulary

Match the following words with their opposites.

A	
1. lucky _____	a. courage
2. heaven _____	b. end
3. fear _____	c. unlucky
4. died _____	d. uninvited
5. invited _____	e. hell
6. begin _____	f. born

11.3 Reading and Listening

Read and listen to the following song and complete the blanks.



Maths is fun

Who said 'Maths is _____'?
It is my sister Zufan.
Why is that, if I may ask?
I do not know, Sirak.
Let's ask _____ why it is fun.
Zufan, Zufan, why is Maths fun?
Because with Maths _____ have fun.
But _____ tell us how.
We want to know.
You can _____ and add,
You can also multiply and _____ .
You can measure the _____ .
You can also measure the _____ .
You can also measure the _____ of many things
You can do a lot with Maths!
Yeah! Maths is fun! Maths is fun!

Lesson 12

12.1 Speaking and writing

Work in groups. Each group is going to conduct a group survey about students in your class.

a. Look at the following questionnaire and choose one to ask about other groups.

1. What do you want to be when you leave school?

2. Which of the following do you like most?
   a. Coca cola
   b. Fanta
   c. tea
   d. orange juice
   e. milk
   f. other

3. What do you do in the evening?
   a. play football
   b. study
   c. watch TV
   d. help my parents
   e. look after animals
   f. nothing
   g. other

4. Do you like dogs?
   a. yes b. no

b. Draw the graph. It can be a bar graph, a pie graph or a line graph.

Lesson 13

13.1 Writing

Write a short paragraph about your findings. For example, if you choose the first question, you should indicated how many students want to be doctors, how many teachers, how many drivers, how many sports persons, etc. Use connectives like 'and', 'but', 'also', etc.

Begin your paragraph like this:

In our class ……

Lesson 14

Extensive reading lesso

14.1 Reading

Read any book of your own choice. After reading, fill in the blanks in the box. If there is no time, you may do it at home.

Title: _____
Author: _____

Is it fiction or non-fiction? _____

Did you read all the book or part of it? _____

What was the book about? _____
_____

Did you like the book? _____

Describe one thing that you liked or disliked about the book. _____
_____
_____

Write one thing that you learned from the book.
_____
_____

Would you tell others to read the book?
_____

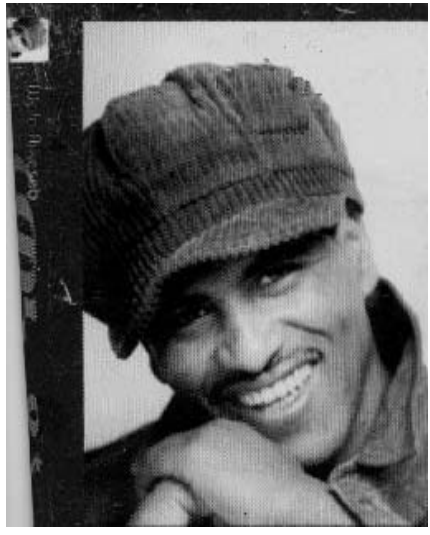
UNIT 8

Famous people









Lesson 1

1.1 Vocabulary

a. Here are some words used to describe people. Are they good or bad? Classify them as good or bad by completing the table.

brave hated generous villain
cruel kind hero mean
admired coward

good	bad

b. Match each good word with its opposite bad word.

Lesson 2

2.1 Speaking

In groups, discuss the following questions.

1. Who are the most famous heroes in your lifetime?
2. Who are the most famous sportsmen or women in your lifetime?
3. What famous person would you like to be? Why?
4. What makes you admire someone?

2.2 Reading

a. How many people can you identify? Match each name to the right picture.













(TEMESGEN (TANIKO

NELSON MANDELA

JULIUS NYERERE

GEORGE BUSH

SHEIKH IBRAHIM SULTAN

RONALDHINO

WELDEAB WOLDEMARIAM

ZERISENAY TADDES

DAHAB FATINGA

b. Put each person's name into the correct column.

Politician	Singer	Footballer	Actor	Athlete

2.3 Speaking

In pairs ask and answer questions about the people in the picture. Use questions and answers from this table.

Example: Is Charles Chaplin a hero? Charles Chaplin is a good person.

1. Is..... a hero or a villain?	**..... is a good/bad person.**
2. Why is ..... famous?	**.....is famous because .....**
3. What is ..... doing now?	**.....is a famous .....**
4. What was ..... Doing years ago?	**..... years ago? .....years ago ... was ...**
5. Do you like.....?	**I like /hate.... because.....**
6. What did ..... do?	

Lesson 3

3.1 Speaking

Play the game 'Who am I?'. Your teacher will tell you the instruction of how to play the game **'Who am I?'.**

3.2 Speaking

a. Select the most famous woman you admire. Prepare to present your female hero to your group members.

b. Each of you presents your female hero to the group members. You give reasons why you admire this woman. Everyone else should listen and make notes.

c. Now decide in your group who is the greatest female hero, and why Write your conclusions and reasons by copying and completing this paragraph.

In our group, the woman we most admire is .....
She is famous because she.....
We also admire her because .....

Lesson 4

4.1 Language focus: past simple and past continuous tense

Look at the pairs of sentences (I - III) and answer these questions below.

1. What difference can you see in the form of the underlined verbs in each pair?
2. Which is in past simple and which is in past continuous?
3. Is there any difference in meaning?
4.

I a. At 6.00 I <u>was eating</u> my dinner.
b. At 6.00 I <u>ate</u> my dinner.

II a. John <u>told</u> us about his hero.
b. John <u>was telling</u> us about his hero.

III a. I <u>saw</u> the president when I <u>was walking</u> in the street.
b. I <u>stood up</u> when I saw the president.

Form

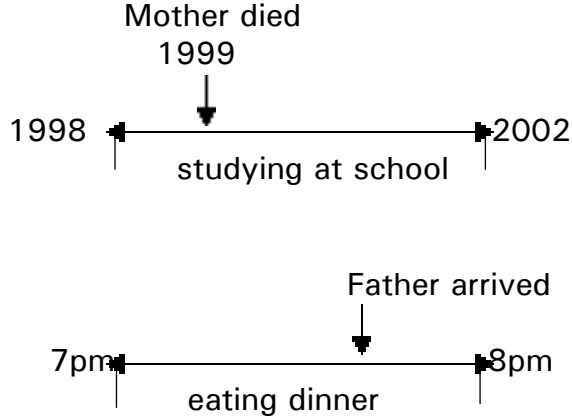
Past continuous tense = **was/were** + **ing**
Past simple = **verb** + **'d' or 'ed'**

Meaning

1. Past continuous shows that the event went on for some period of time. It didn't just happen once. Sentences Ia, IIb, and IIIa need the sense of the continuous tense because the event went on for a long time, but eventually ended. Past simple usually shows the action happened at one time. We use past continuous when we want to make especially clear that the action is continuous.

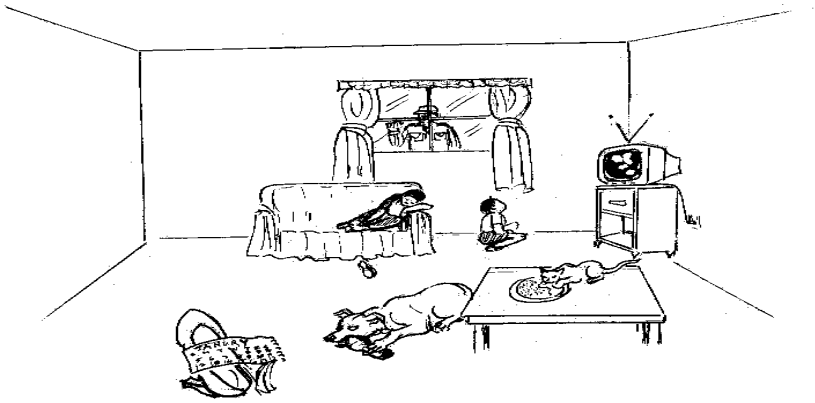
2. Therefore we can use the past continuous tense with a simple past tense to show that one short action (past tense) happened while a second longer action was going on (past continuous).

My mother died while I was studying at school.
My father arrived while we were eating dinner.



4.2 Speaking

Ask questions and give answers from the table below about the following picture.



Example

Saba: What happened while I was sleeping?

Abdu: I don't know. I was watching TV while you were sleeping.

What happened	when	Saba was sleeping?
	while	Abdu was watching TV?

		the policeman	ate the food on the table.
When	Abdu was watching TV,	Saba	broke a plate.
While	Saba was sleeping,	the dog	destroyed Saba's shoe.
		Abdu	knocked on the window.
		the cat	came to the house.
			was watching TV.
			was sleeping.

4.3 Writing

Copy and complete these sentences using the correct tense.

1. The visitor arrived when we.....(eat) our dinner.
2. I was working in my office when the fire .....(start).
3. I saw you this morning when you.....(run) to school.
4. While I was doing my homework, my brother .....(arrive).
5. I (cook) ..... the dinner while the phone ..... (ring).

Lesson 5

5.1 Listening

a. Listen to Saba talking about her father's life history. As you listen, put these events in the correct order.

1. He first met Saba's mother.
2. He studied Economics.
3. He became famous.
4. He wrote some poems.
5. He wrote a first novel.
6. He fought in the liberation struggle.

b. Listen again and complete the gaps.

Both my mother and father have been successful in several different ways. My father__1__ to fight for our independence when he was still a teenager. While__2__ he also wrote poems. He wrote about the war and the people who died. But __3__the field for some years to study abroad.Then he returned to Eritrea after independence. In fact, he met my mother while __4__ in Europe. I was born in Europe and came to Eritrea when I was sixth month old.__5__ for the government, he also wrote a novel. The novel was based on his experiences of

the war. This novel was ___6___ . It was sold in Europe and Africa and made him into a famous writer. When he was writing the first novel, ___7___ to read parts of it.

5.2 Speaking

In pairs, ask and answer these questions, using the above summary.

a. When did her father go to the field?
b. What was her father doing when he was in Europe?
c. When did he meet Saba's mother?
d. What else did he do while he was working for the government?

5.3 Language focus: When and while

When and **while** have similar meanings. However, 'while' emphasizes a length of time. 'When' can be a moment of time or a length of time. So 'while' fits well with the continuous tense.

Write four more questions about Saba's parents. Write two questions using 'while' and two using 'when'. Then exchange exercise books. Write full answers to your partner's questions.
Example: Who did Saba's father meet when he was studying in Europe?
He met her mother when he was studying in Europe.

Lesson 6

6.1 Writing and speaking

a. In groups, you are going to write about the life history of your teacher. Your group writes five questions that you want to ask your teacher.

The questions may include the following topics:

his/her schooling

year she/he started teaching
year she/he came to this school
year got married...etc

b. In turn each group should ask the teacher at least two questions. Write the teacher's answers.

6.2 Writing

Write the life history of your teacher in at least five sentences. You may use this outline to help you.
Our teacher went to school .....
..... years ago she/he was .....
She/he started teaching when .....
Before she/he came to this school she was .....
She/he got married.....
Now she/he is ..... .

Lesson 7

Extensive reading lesson

7.1 Reading and writing

Go to your school library. And read a biography on a famous person of your choice. Tell your partner about the famous person. You should tell your partner about the person's:

Name
The date he/she was born
The place he/she was born
What the person is famous for

Lesson 8

Reading 8.1

Read this passage below and in your group discuss these questions:

1. Why is Julius Nyerere famous?
2. Did the journalist prepare good questions? Why? Why not?
3. Why was the writer 'lucky'?



I was very lucky. When I was a young journalist, I interviewed Julius Nyerere for the magazine called, New Africa. Julius Nyerere was my hero. When I was studying at Makerere University, I heard him speaking and I was very attracted by his ideas. He was famous for his ideas on politics and education. He was the first President of Tanzania, and his was getting very low salary. When I interviewed him, I had to decide what questions to ask him. I prepared eight questions. These were the questions:



1. What were your feelings when you first became President of Tanzania?
2. Did you hate the colonialists who ruled Tanzania before 1961?
3. Weren't you frightened of being the leader of a new country?
4. What greatest problems did you have in the first ten years of Independence?
5. What were you greatest achievements while you were President of Tanzania?
6. Was there anyone who tried to stop you from being President?
7. Do you feel happy now that you have retired?

It was not a very good interview. These questions didn't work very well. He just answered 'No' or 'Yes' to four of them. He gave fuller answers to the other three, but the interview only lasted five minutes. I was not very happy after the interview. But at least I had talked to a famous and very intelligent man.

8.2 Language focus: Yes-no questions

Read the passage about Nyerere quickly and discuss the following questions.

1. Which four questions do you think Nyerere answered with 'yes' or 'no'?
2. Do you think Nyerere gave 'yes-no' answers to questions 1, 5 and 6?

Language note: Yes - No

If we ask a question that starts with any of the auxiliary verbs (am, is, are, was, were, do, does, did, has, have), then the answer will always be 'yes' or 'no'.

Example
Question: Do you like to be a famous person?
Answer: Yes, I do or No I don't.
If you want a longer answer, then start with a question word (who, what, when, where, why, how).
Example
Question: What would you like to be when you finish your studies?
Answer: I would like to be _____ when I finish my studies.

Lesson 9

9.1 Speaking and writing

a. On a piece of paper, write the name of a famous person you would like to be.
Then give the paper to your partner. When you know who your partner would like to be, prepare 5 interview questions. Finally, show the five questions to each other and prepare yourself to answer them.

b. You act as the journalist and your partner acts as the famous person. Interview your partners by asking the questions you prepared.
Then exchange roles.

9.2 Vocabulary

a. Study these words.

vital	declared	emergence
re-elected	took over	assassinated

b. Match the words in 'A' with their meanings in 'B'.

A	B
modern	situation
popular	up to date
state	liked

10.1 Reading

First copy the table below into your exercise book. Read the passages about Picasso and Gandhi and make notes.

Name	Year of birth	Age at death	Nationality	Main work	Why famous	Points of interest
Picasso						
Indira Gandhi						

Student A



Picasso was the most famous and vital artist in the 20th century. He was born in 1881 and quickly became famous for his paintings. He was one of the first of the modern painters often called Cubists, as the pictures of people included many shapes and angles. He was also famous as a sculptor and designer. He was Spanish, and in the 1930s–1940s, he hated the Fascism of the government in Spain. He married several times and eventually died in 1973.



Indira Ghandi is one of the most famous Indian women in history. She was born in 1917. She is the daughter of Nehru Gandhi. He was a leader of Indian's fight for independence, and became India's first prime minister. She became an important leader. In 1966, she became the first female leader of India. She was very popular at first and was called 'Mother India'. She became less popular when she declared a state of emergency. She was always a very strong leader. She was re-elected but was eventually assassinated in 1984. Her son took over as the next prime minister.

10.2 Speaking

In pairs, your partner will tell you about the person she/he read and you take notes. Use the table you copied in lesson 10.1.

Lesson 11

11.1 Reading and writing

a. Using the paragraph you read as a model, write a paragraph about the famous person you did not read about.

b. Read your partner's paragraph and compare it with the paragraph you read.

Lesson 12

12.1 Reading and writing

a. Read the following biography of Robel, written in note form. Then fill the last row with true information about yourself.

Name	Date of birth	Home	Schooling	Best subjects	Hobbies	Ambitions
Robel	1991	Farm near Adi Keih	Mea Mahaza Junior School Top) (student	English and Science	Cycling	An engineer

b. Now read the following biography of Robel, written in paragraph form. Then write a similar paragraph about yourself.

Robel was born in 1994. He was the third child in a family of five. He lived with his parents on a small farm near Adi Keiyih. When he was six, he went to school in Kidisti Hana Primary School. At the age of ten, he completed his primary school. He was the top student. He then went to Mea Mahaza Junior School. His favourite subjects are English and Science and he enjoys cycling. He is in the local cycle team and is one of the fastest cyclists in Adi Keiyih. When he finishes school, he wants to be an engineer.

Lesson 13

13.1 Spelling

Complete the gaps with letters to form a word which has the given meaning.

1. You are this if all people like you. f _ _ _ _ _
2. You are this if people don't like you. h _ _ _ _
3. You are this if you easily become afraid. c _ _ _ _ _
4. You are this if you want to keep everything for yourself. m_ _ _

5. You are this if you like to share things.
   g _ _ _ _ _ _ _
6. You are this if you do bad things to people.
   v _ _ _ _ _ _

13.2 Reading and speaking

a. Go to the library and find a book which is a biography of a famous person. Read the biography and write notes on the following:

- Title of the book
- Who it is about
- What she or he did
- Who wrote the biography

b. Tell your partner about the life history of the person you read about.

Lesson 14

Extensive reading lesson

14.1 Reading and writing

Your teacher will give you a variety of story books. Choose one that you like and read part of the story and complete it in a way you like.

CONSOLIDATION: UNIT 7 and 8

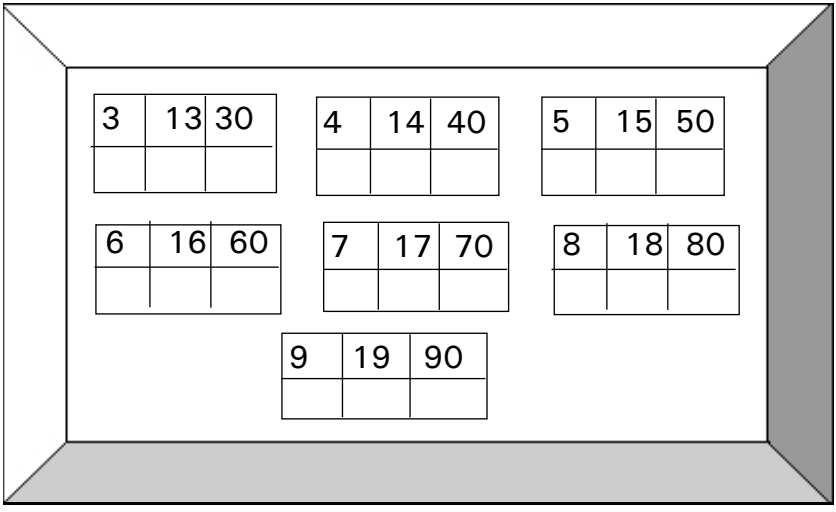
Lesson 1

1.1 Pronunciation

a. Listen and repeat.

three	thirteen	thirty
four	fourteen	forty
five	fifteen	fifty

b. Listen to the cassette and tick the correct number.



c. Listen and write the following numbers in words.

6 _____	16 _____	60 _____
7 _____	17 _____	70 _____
8 _____	18 _____	80 _____
9 _____	19 _____	90 _____

Lesson 2

2.1 Listening and writing

Listen to your teacher reading out several simple mathematical sentences. Write down the answers in numbers, and then compare your answers with your partner.

Example:
Teacher: Two plus two is equal to four.
Student: 2 + 2 = 4

2.2 Writing

Now it is your turn. Write two or three different mathematical sentences and read them to your partner. Your partner will write them in numbers.

Lesson 3

3.1 Vocabulary

Use the following words to write sentences.

1. a quarter
2. rapid
3. volume
4. width
5. span

3.2 Reading

Use the following words to complete the sentences below.
superstition, questionnaire, fun, thickness, stride, cone

1. There are many questions in the _____. Some of them are difficult to answer.
2. We had a lot of _____ during the festival. We played different games.
3. A _____ is one of the geometric shapes we learn in mathematics.

4. The English textbook is bigger than the Geography textbook. You can see this from its _____.
5. Her _____ is bigger than Bereket's. It measures about one meter.
6. It is believed that if a rabbit crosses your way, it is bad luck. This is called _____.

Lesson 4

4.1 Reading and Writing

Use the words in brackets either in the past simple or past continuous tense.

1. The bell _____ (ring), while I _____ (sing).
2. While she _____ (wash) her hair, her son _____ (cry).
3. The CD player _____ (stop), when they _____ (dance).
4. When we _____ (wait) for the bus to come, our friend _____ (come) and gave us a lift.
5. Kemal _____ (cough) when we _____ (write) the exam.
6. The enemy _____ (attack) them, while they--_____ (sleep).
7. While Ande _____ (drive), he _____ (fall) asleep.

Lesson 5

5.1 Reading

Match the answers under 'A' with the correct questions under 'B'.

A

1. Yes, I bought it. _____
2. No, they were not interviewing the famous musician. _____
3. No, the politician didn't admire her. _____
4. Yes, I was filling in questionnaire. _____
5. No, she didn't meet him. _____

B

a. Were you filling in the questionnaire when she came in?
   Did you fill in the questionnaire when she came in?
b. Did she meet the cruel leader?
   Was she meeting the cruel leader?
c. Were you buying the book?
   Did you buy the book?
d. Did they interview the famous musician?
   Were they interviewing the famous musician?
e. Did the politician admire her?
   Was the politician admiring her?

5.2 Writing

Write two questions for your partner to answer 'yes' or 'no' as in 5.1. One of the questions should be in the past simple and the other in the past continuous tense.

Lesson 6

6.1 Vocabulary

Match the words in the left column with their meanings in the row above them. Put a cross (x) in the correct space. The first one has been done for you.

	take your leave	kind	bravery	easily frightened	unkind	well known
famous						x
cruel						
coward						
generous						
courage						
retire						

6.2 Vocabulary

Find the words in the circle in the word square below. In pairs, try to find them by reading forward, backward, upward, downward or diagonally. The first one is done for you. Who can find more words quickly?



I	N	C	R	U	E	L	B	N	N	Q	F
J	G	B	M	U	S	I	C	I	A	N	R
F	E	C	O	W	A	R	D	P	T	C	I
A	N	Z	X	A	F	L	Z	W	I	N	G
M	E	W	K	S	D	K	E	J	O	W	H
O	R	V	R	E	T	I	R	E	N	E	T
U	O	Y	H	E	V	N	I	R	A	G	E
S	U	H	B	R	D	D	O	C	L	A	N
M	S	M	E	O	N	A	M	K	I	R	E
S	T	T	G	R	P	R	E	Z	T	U	D
E	N	C	Q	A	O	T	I	L	Y	O	W
I	U	Q	E	R	I	M	D	A	X	C	U

Lesson 7

Extensive reading lesson

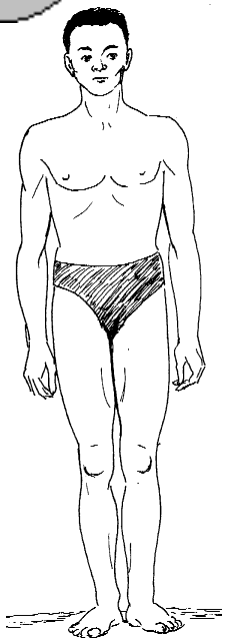
7.1 Reading and writing

Read a page or two from any of your textbooks of other subjects. Write a summary of what you read in five to ten sentences. You may use the following note as a guide.

The text I read is about ..... It ..... .
It has ..... pictures or ..... .

UNIT 9

Health and hygiene









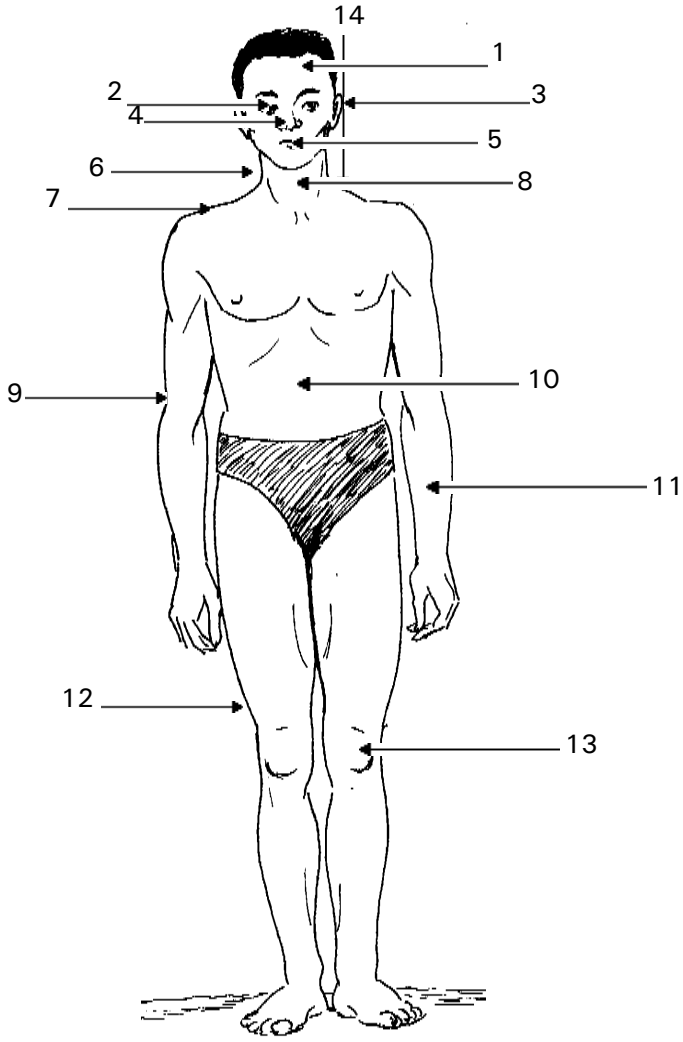
Lesson 1

1.1 Listening

a. Listen to your teacher and do the instruction.

b. Label the different parts of the body using the words below.

eye, nose, elbow, leg, back, mouth, shoulder, head, throat, ear, neck, stomach, arm, knee



1.2 Vocabulary

Look at these pictures. In pairs, tell each other what is wrong with each person.



1.3 Speaking

One member from your group is going to mime a health problem that the teacher gives. The other members of the group guess and tell what the problem is.

Lesson 2

2.1 Speaking

In pairs, ask and answer questions about the people in the pictures above.

Use the following as an example.

A: What's the matter with Dawit?
B: He has a headache.
A: Does he have a fever, too?
B: No, only a headache.

2.2 Listening

In pairs, act out and say the following commands with your teacher.

Sit on the table.	Open your mouth.
Say 'Aaah'.	Breathe in.
Breathe out.	Roll up your left sleeve.

2.3 Listening and reading

a. Listen and complete the gaps.





Conversation 1

Hiwet: Hi Haja, how are you?
Haja:Oh,_____.
Hiwet: What's the matter?
Haja: I have a _____.
Hiwet: Really? That's too bad.

Conversation 2

A: How do you feel, Tirhas?
B: I _____.
A: What's the matter?
B: I _____. It hurts.
A: I'm sorry to hear that.

b. Practise the dialogue above. Ask how your partner is feeling. Substitute the underlined words with the problems listed in Lesson 1.2.

Lesson 3

3.1 Listening

Listen to two patients talking to their doctor. Then complete the chart below.

Name of patient	illness	for how long	advice

3.2 Language focus: Asking and responding about health conditions

Look at the following expressions:

What's the matter?
What's wrong? I have a .....
How do you feel? I feel sick.
I feel better.
I don't feel well.

Look at the following expressions taken from lesson 2.3.

I'm sorry to hear that.

Really? That's too bad.

What do they mean? Do you say such things in your mother tongue? If yes, tell each other and write the expressions in your exercise books.

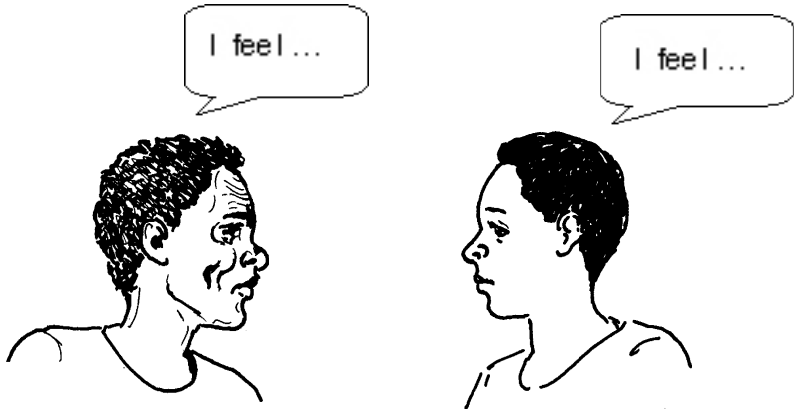
Lesson 4

4.1 Vocabulary

a. Divide these feelings between good and bad feelings. Copy the table below and fill in the words in the appropriate column.

well fine fantastic happy terrible great ill very bad sick

good feeling	bad feeling



b. Which of these words can you combine with 'ache' and which words with 'sore'?

stomach knee throat back ear
eye tooth leg head

I have a sore ..... I have a ..... ache.

Lesson 5

5.1 Reading

Read the following instruction

Find your way by following the instructions.

1. What should you do if a fly sits on your hand?
   If you wash your hands with water, go to 6.
   If you wash your hands with soap and water, go to 4.
2. Good! Doctors may give you medicine.
   Would you take all the medicine at the same time?
   If yes, go to 5.
   If no, go to 3.
3. Excellent. If you listen to the doctor's advice, you will cure your illness.
   What should you do when you are better?
   If you eat healthy food, go to 7.
   If you do nothing, go to 9.
4. Good! Water and soap can kill germs so you won't become sick. (Go to 6)
5. No. This is not good. You should listen to the doctor's advice. (Go back to 2)
6. Water alone may not kill all the bacteria so you may become sick. What do you do if you become sick?
   You go to the doctor. (Go to 2)
   You ask your mum to give you treatment. (Go to 8)
7. Well done.Remember to take care of your health.
8. Sometimes a home remedy is good if the problem is minor. If it is serious, you should see your doctor. (Go to 2)
9. No. During your illness, you have lost some energy. So you need to replace it by eating a healthy diet. (Go back to 3)

5.2 Speaking

Ask and answer these questions.

Why should	wash hands?	Because	they attract flies and germs.
	cover toilets?		they carry illness and disease.
	kill germs?		it does not carry germs.
	use clean water?		they can carry germs.

5.3 Reading and writing

a. Look at these health problems. Find good advice to match each health problem.

A	B
1. headach	A.Take some vitamins.
2. backache	B. Get some medicine.
3. cough	C. Go to bed and rest.
4. fever	D. Don't lift anything heavy.
5. diarrhoea	E. See the doctor.
6. flu	F. Take some aspirin.

b. Follow the example below to write sentences. Use words from column A and advice from B.
Example: If you have a toothache, see the dentist.

Lesson 6

6.1 Language focus: Conditional sentences - If

Look at how 'if' is used in your sentences in exercise 5.4.

What tense is used after 'if'?

What form of verb is used in the instructions that follow?

Look at the pattern:

If + present tense + imperative

The same pattern can be used with 'when'. Look at these examples:

If you see Rahwa, tell her to come to my office.

When you see Rahwa, tell her to come to my office.

Imperatives

When we give advice, we can use sentences like:

1. 'Take some medicine', or
2. 'You should take some medicine.'

Both sentences 1 & 2 have the same meaning.

How do you make these sentences negative?

For sentence 1, add 'don't' and it reads:

1. Don't take medicine.

For sentence 2, add not after 'should'. Then it reads:

2. You should not take medicine.

6.2 Pronunciation

a. Read and listen to these words:

breathe in, zoo, brother, then, this, maize, throat, the, Thursday, zebra, health, mouth, breath, lazy, .

b. Copy this table. Listen to the words. Put the words with the same sounds in each column.

c. Work in pairs. Read the words to your partner.

6.3 Spelling

Your teacher will show you some words. Look at them carefully.

Lesson 7 Reading

Extensive reading lesson

7.1 Reading

Read a story of your own choice. It is time for pleasure.

Lesson 8

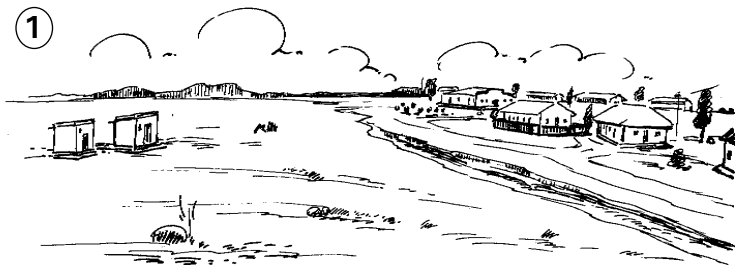
8.1 Vocabulary

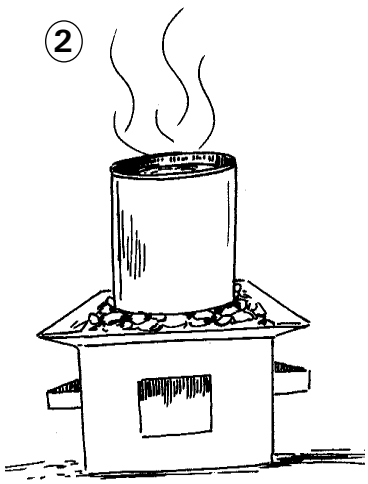
Study these words.
stool, urine, latrine, step on

8.2 Reading

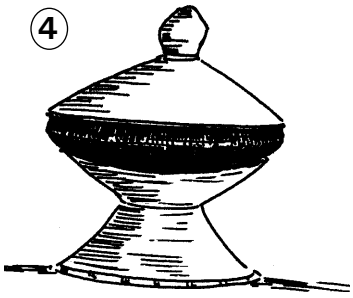
Read the following 7 statements about healthy way of living.
Match each of them with the pictures below.

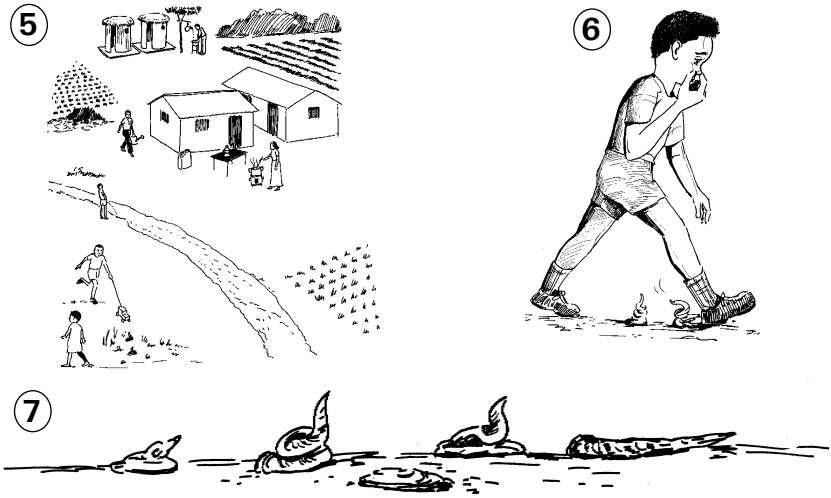
1. Germs from stools and urine can get into our water supply.
2. Latrines should be placed away from houses and rivers.
3. Wash your hands after using the latrine.
4. Cover your food to keep flies away.
5. Boil water to kill germs before drinking it.
6. It is easy to step on or touch a stool lying on the ground.
7. If germs get into our food, they grow and increase in number.











Look at statements 3, 4 and 5. Which ones do you practise?

8.3 Writing

In groups of five, write your own two statements about good family relations.

Lesson 9

9.1 Vocabulary

Study these words

rubbish pit	spread	prevent	bush
net	crack	insecticide	

9.2 Reading

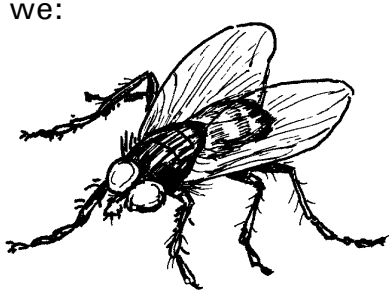
Read the three texts about common insects and complete the following table. Choose the two most important solutions to fill the third column.

Insect	***damage caused***	***Solution***
House fly		
Mosquito		
Cockroach		
Rat		

The house fly

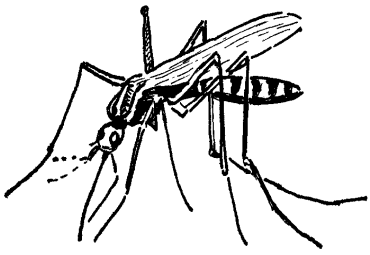
The housefly is a common insect. It lives in houses, markets, on farms, in rubbish pits. It eats old food, dirt and germs. Flies spread diseases such as diarrhoea, fever, etc. We can prevent these diseases if we:

- use spray.
- cover the toilets after using them.
- cover all our food and wash the plates.
- wash your hands and face every day.
- clean our houses.



The mosquito

The female mosquito feeds on human blood. The male mosquito feeds on plants and flowers. The female spreads malaria and yellow fever. Mosquitoes are found in both highland and lowland areas. We can prevent this disease if we:

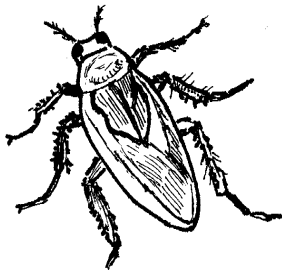


- clear the bushes near our houses.
- use insecticide.
- put oil on standing water.
- use smoke.
  use mosquito nets.

The cockroach

Cockroaches live in boxes, cupboards, and cracks like in radios and tape recorders. They eat almost anything. They eat bits of food. They eat vegetables, bananas, papers and other things. We can control cockroaches if we:

- **always wash plates and dishes after every meal.**
- **clean the house regularly.**
- **do not leave food out at night.**
- **use insecticide. clean the toilet areas.**



9.3 Writing

Complete the last raw of the table above with information about a rat. Then write a paragraph about a rat.

Lesson 10

10.1 Speaking

In groups of three, tell your partners about one of the .insects by looking at the table above

Example: A housefly is an insect. It lives..... .....It causes ..... It can be prevented

10.2 Listening

a. Listen to what Hadas's Grandma does and take notes. Use the table below.

Problem	***What Hadas's Grandma does***
Cold	
Cough	
Digestion problem	

b. Do you like what Hadas's grandma does? Explain why or why not.

10.3 Reading

Read the following home remedy stories in Ali's village. Then discuss the questions with your partner.

I want to describe two home remedies used in my village. One of them worked well, but the other did not. I will start with the one that worked well. I once saw Ato Ali, who had a very bad headache. To cure him, a woman gave him a small piece of potato. She said that it was a strong anti-pain. He believed her and took the potato and the pain went away quickly. The second home remedy did not work well. Once I saw a woman who was bleeding. There was an orange tree near her house. So I told her to drink a glass of orange juice. She drank it but became very ill. I know that orange does not harm, but she was to die, as she didn't believe in it.

1. Why do you think the remedy for Ato Ali worked well?
2. Do you believe on such home remedies? Why? Why not?
3. Find the words in the passage which have similar meaning to the following words:
    a. kills pain (line 6)
    b. medicine (line 8)
    c. blood loss (line 9)
    d. fruit drink (line 10)

Lesson 11

11.1 Reading

a. Read the following labels of medicine. Which is the best cure for each person's health problem?

Hiwet has a headache.
Her husband ate a lot of food last night and he's got digestion problem.
Simon has a lot of pain in his leg muscles.

Menthal Lozenges
Suck or chew.
1 or 2 tablets as required.
Don't take more than 16 tablets a day.
Not recommended for children under 12 years.
Expiry date: 2005

Deep Heat
For aches and pains.
Rub the cream into the affected area.
Apply 2 - 3 times a day.
Don't use on broken skin.
Wash hands after use.
Expiry date: 2007

Paracetamol
Easy to swallow.
Kills pain.
Adults: 2 tablets every 4 hours.
Don't take more than 12 tablets in 24 hours.
Expiry date: 2006

b. In pairs, compare your answers and tell each other what helped you decide.

11.2 Writing

The labels above give different information about the medicines.
Put the information given into the following categories.

Type of medicine	***Paracetamol***	***Menthal Lozenges***	***Deep Heat***
Measure (dose)			
How to take it			
Not allowed to do			
Other information			

11.3 Reading

Match column A with B to make sentences.

A	B
Apply	two tablets, four times a day.
Suck or chew	to the affected area.
Rub	the cream in gently.
Don't take	one or two tablets after meals.
Take	more than six in 24 hours.

Lesson 12

12.1 Reading

Here is a text about AIDS. Each paragraph says something about AIDS. Which of the following can represent each paragraph?

How is AIDS spread?
What is AIDS?
AIDS is not spread.
What do the letters in AIDS stand for?

AIDS is a disease. It attacks the body's protective system, so that the body cannot protect itself properly from other diseases such as diarrhoea. There is no cure for AIDS.

'A' stands for 'Acquired'. This means 'to get'. AIDS is acquired from other people. 'I' stands for 'Immunity'. This means 'protected'. The body is naturally immune (protected) against many diseases. 'D' stands for

'Deficiency', which means a 'lack of'. With AIDS, the body has a deficiency (lack of) immunity against many diseases. 'S' stands for 'Syndrome' means a group of different signs of a disease. When people have AIDS, they have a syndrome or many different signs.

There are three main ways of catching AIDS. They all mean that the fluid of one person enters the body of another. The most frequent way people catch AIDS is through sex. If someone has sex with an infected person, they are probably going to catch the illness. This is why people should have sex only with the one person they love. They should always stay with one partner. The second way of getting AIDS is blood transfusion. If someone receives blood from an infected person:

- by sharing needles
- by transfusion in a hospital or clinic where the blood has not been properly tested.

However, unborn babies can also get the AIDS virus from their mother's blood during pregnancy.

Many people fear AIDS for the wrong reason. AIDS is not spread by shaking hands, touching, hugging, kissing, mosquito bites, caring for those with AIDS, cooking utensils, etc. If you know someone with AIDS then don't be afraid of him or her. They cannot infect you in normal day-to-day life.

12.2 Vocabulary

Find words in the passage that have a similar meaning to the following:

remedy (pargraph 1 line 3)
illness (paragraph 1 line 1)
Liquids (paragraph 3 line 1)
transfer of blood (Paragraph 3 line 6)
Expansion (paragraph 4 line 1)

12.3 Writing

What do you think is the greatest health and hygiene problem in your school or village? Make a poster giving advice to people.

Lesson 13

13.1 Vocabulary

List new words you learned in this unit, and then in pairs compare your list with your partner's. Whose list is longer? Write the words you haven't got in your list from your partner. Ask each other the meaning of the words you don't know.
Then make a sentence for each word you learned from your partner.

13.2 Dictation and spelling

Your teacher will read out some words and phrases from this unit.
Copy this table into your exercise book and then write the words in the correct column. Make sure you spell them correctly.

hygiene	Names of illnesses	How we get sick

Lesson 14

Extensive reading lesson

14.1 Reading

Read a story of your own choice. It is time for pleasure.

UNIT 10

Sport



Lesson 1

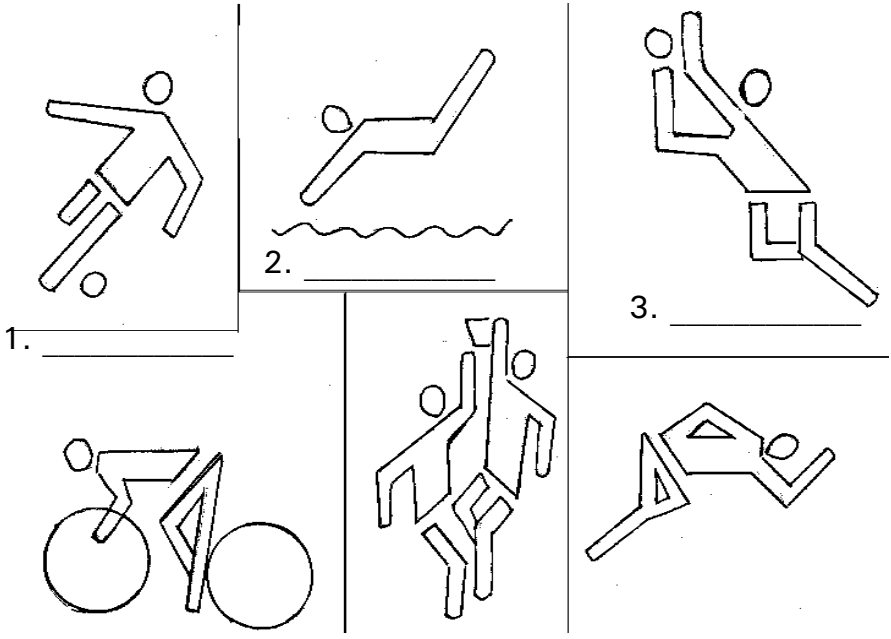
1.1 Speaking

Read and discuss the following questions in pairs.

1. What type of sport do you play?
2. Which is your favourite sport?
3. Name some famous sports people from Eritrea.
4. Name some famous sports people from other parts of the world.
5. Which sport/game do people in your area like most?

1.2 Reading

Look at the sport symbols and identify which sport they represent.



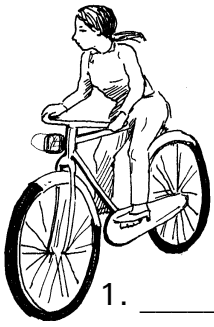
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

1.3 Listening (10 min.)

a. Listen to the tape and complete the table below. Put (✓) to show what each person likes.

Name	basketball	Type of sport they like		
		cycling	football	swimming
Zemzem				
Samson				
Humed				
Harnet				

b. Look at the pictures below and write the names of each speaker.



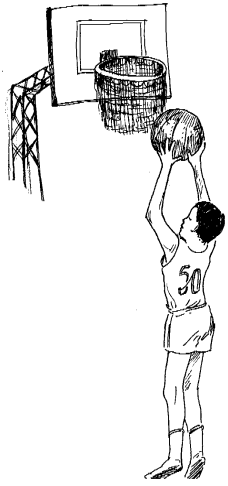
1. _____



2. _____



3. _____



4. _____

Lesson 2

2.1 Listening

Listen to two people talking about sport and answer the questions that follow.

1. Who likes doing two things? What are they?
2. When does Kibrom play football?
3. Does Masuud like swimming?
4. Which team is playing against Adulis on Sunday?
5. Which team scored fewer goals?

2.2 Vocabulary

Match these words with their definitions.

1. cycle	2. prefer	3. watch
4 . match	5. score	6. beat

to like one thing better than something else =_____
to look at for a while = _____.
to do better than somebody, or defeat them =_____.
game in which people or teams play against each other = _____
to sit on and move = _____.
to win points, goals etc. in games =_____.

2.3 Reading

Read the following sentences and fill in the missing words from the list below.

beat, ride, match, prefer ... to, scored, watching

1. I do not play volley ball, but I like _____ it on TV.
2. They like running better than cycling. So they _____running _____ cycling.
3. Yesterday, the Eritrean football team played against Sudan. The _____ was very exciting.

4. My friends always _____ to school on their bicycles.
5. Denden _____ Adulis in the final match. Denden _____2 goals, but Adulis scored only 1 goal.

Lesson 3

3.1. Language focus

Read the following notes and discuss them with your partner.

Language focus: Expressing future action

1. Expressing future action
   a. Present continuous: am/is/are + ing
   Example: Denden is playing against Massawa this weekend.
   This tense can be used to show an action which is happening at the time of speaking. But it is also frequently used to talk about something that is arranged or planned.

   b. going + to
   Example: Denden is going to play against Anseba.
   Going + to is also used to express future action as in the present continuous tense. In addition, we use 'going + to' to express that something is going to happen because the situation now makes us think so. That is, there is a certain condition that makes us feel that something is going to happen.

   Example: She is going to have a baby (because she is pregnant at the moment)
2. prefer ... to
   Example: 1. **I prefer** watching to playing basketball.
   2. She prefers English to Maths.
   This is used to show that someone likes one thing better than the other.

3.2 Reading

Use either the 'present continuous' or 'going + to' form of the words in brackets where appropriate.

1. What _____ (do) this weekend? You told me that you planned to go somewhere.
2. Look! The boy _____ (fall) from the bicycle. He is riding too fast.
3. Today it is very cloudy. It _____ (rain).
4. They _____ (visit) their friends in the village. They have arranged to do it a week ago.

3.3 Reading and speaking

Read the programme below and tell your partner what will happen next week at different matches.

Example: Barentu is playing against Akordet on Sunday.

Next Week

1. Football match between Barentu and Agordat (Sunday)
2. Volleyball match between Segen and Lion (Friday)
3. Basketball match between Sawa and Massawa (Tuesday)
4. Football match between Red Sea and Anseba (Saturday)
5. Basketball match between Tio and Mendefera (Monday)
6. Volleyball match between Eritrea and Djibouti (Thursday)

Lesson 4

4.1 Reading and speaking

This activity is based on Lesson 3.3. Use **going + to** in place of the present continuous. The first one is done for you.

Example: Barentu is going to play against Akordet on Sunday.

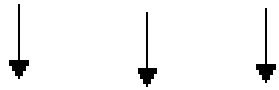
4.2 Language focus:

1. Subject or object?

Read the following notes and discuss the question with your partner.

What do a subject and an object in a sentence do? Discuss it with a partner using the example given.

Example: **Denden** beat **Asmara.**



subject verb object

The subject shows who does the action. In the sentence above Denden is the subject who does the action of beating. The object, however, answers who receives the action of the subject. In this case Asmara is the receiver of the action.

2. win beat defeat

We won the match **But** We beat Adulis **OR** We defeated Adulis.

If we use the verb 'win' we do not say who we played against.
If we use 'beat' or 'defeat' we must say who we defeated.

4.3 Reading and writing

Here are the results of the matches of last week. Read the information and write the results as full sentences.
Example: 1. Barentu beat Akordet 2-1.

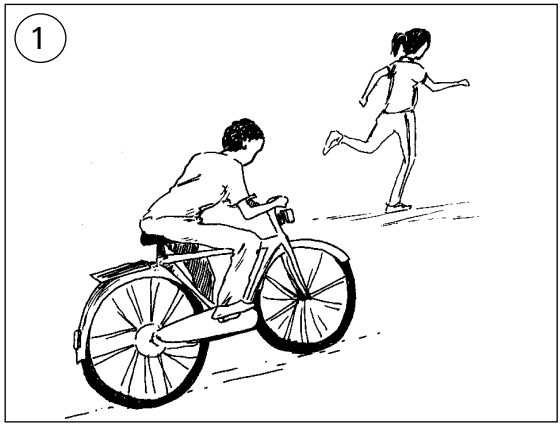
1. Barentu 2	Akordet 1
2. Segen 2	Lion 3
3. Sawa 10	Massawa 20
4. Red Sea 3	Anseba 2
5. Tio 31	Mendefera 29
6. Eritrea 3	Djibouti 2

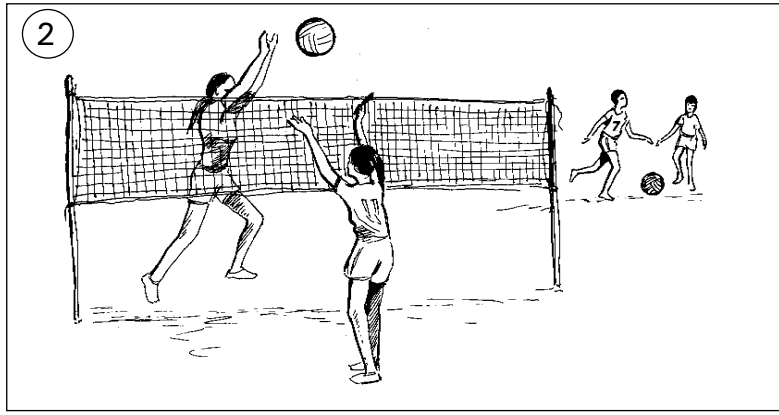
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.

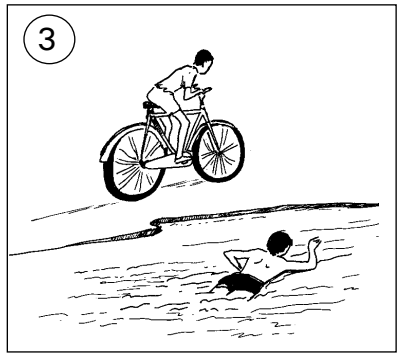
Lesson 5

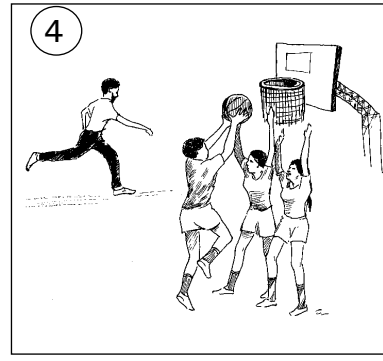
5.1 Speaking

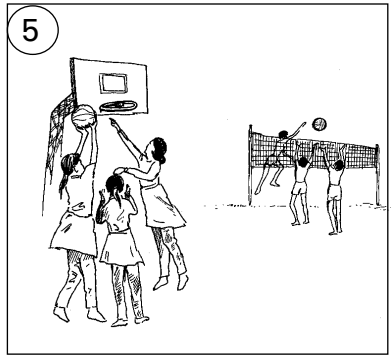
Look at the following pictures and compare them using prefer ... to with your partner.
Example: The boy prefers cycling to running.

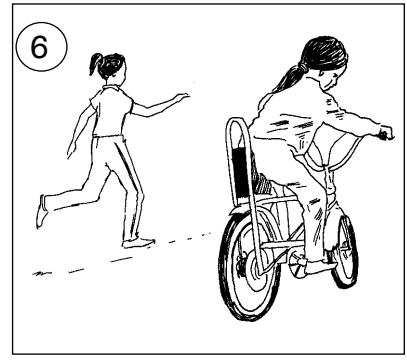



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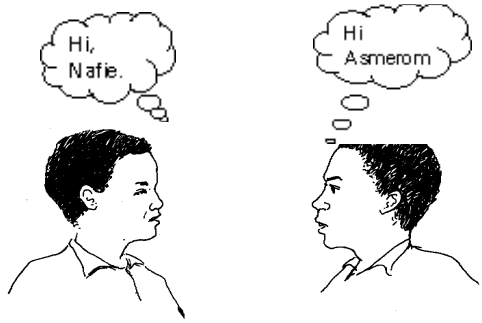

4


5


6

5.2 Reading

Read this conversation and answer the questions below.



Asmerom: Hi, Nafie. What are you doing on Sunday?

Nafie: Hi, Asmerom. I am going to watch the running competition in Asmara Stadium. You know that running is my favourite sport. I like it more than any other sport. I prefer running to football, volleyball or swimming.

Asmerom: Yes I know. Who's running?

Nafie: Ahmed, Haile, Bereket, and Ibrahim are running for our school. Ghilay, Osman, Kedir, and Berhe are running for your school.

Asmerom: They are all good runners. So what was last Saturday's result?

Nafie: We beat your school. Our school won the competition. Ahmed came first, Bereket came second, and Ibrahim came third. Berhe, Kedir, and Ghilay from your school were only fourth, fifth, and sixth.

Asmerom: I am sure this time our school is going to beat your school on Sunday. I know ours are fast runners.

Nafie: No, we are going to beat you again. Of course your runners are good. But they aren't as fast as ours. Our runners are good at finishing fast.

Asmerom: We will see. I am sure we are going to beat you. Our runners will reach first, second, third, and fourth!

1. Whose school won the competition of last Saturday?
2. Who came second in Saturday's competition?
3. What is Asmerom's favourite sport?
4. Whose runners lost in the competition?
5. Who do you think is going to win on Sunday?

5.3 Vocabulary

Match the words in A with their meanings in B.

A	B
1. favourite	a. race
2. reach	b. able to
3. competition	c. liked most
4. good at	d. come/arrive

Lesson 6

6.1 Reading and speaking

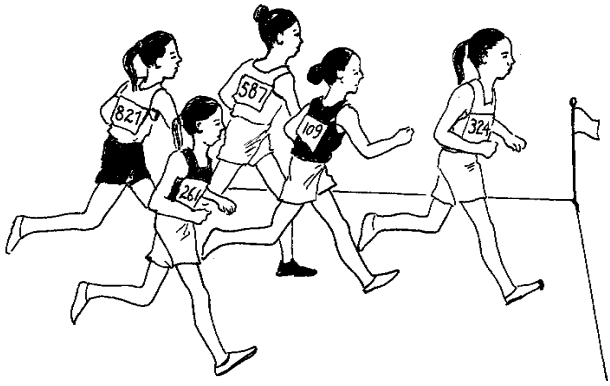
Read the following language focus and discuss it with your partner.

> Language focus
>
> ordinal numbers: first, second, third, etc.
>
> Example: He came first in the running competition.
> Our team came third in the swimming competition.
> What are first and third used for?

6.2 Writing

Look at the pictures and write the words below against the number of each runner.

first, second, third, fourth, fifth



261___ 109 ___ 821 ____ 324 ____ 587 _____

6.3 Pronunciation

Work in pairs. Say the following ordinal numbers to one another.

first, second, third, fourth, fifth

6.4 Writing

Look at the picture again and write a sentence about each runner.

Example: Number 324 came first.

Lesson 7

Extensive reading lesson

7.1 Reading

Your teacher will give you different story books. Select and read a story of your choice or part of it and tell your partner about it. Or you may bring a story book and read it. Then tell your partner about:

- the theme (message of the story)
- the setting (time and place the story happens)
- the characters (names of people in the story)

Lesson 8

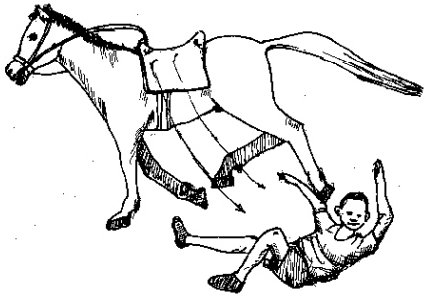
8.1 Listening and writing

Listen to a conversation between Hussien and his teacher. Then answer the questions that follow. First, copy down the questions into your exercise book. The first one is done for you.

1. Can Hussien play volleyball?
   Yes, he can.
2. Can Hussien play basketball?
   _____.
3. Can Buruk play football?
   _____.
4. Can Buruk run fast?
   _____.
5. Can Buruk play volleyball?
   _____.

8.2 Writing

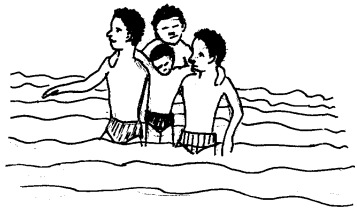
Look at the following pictures and write what the people can do or can't do. The first example is done for you.



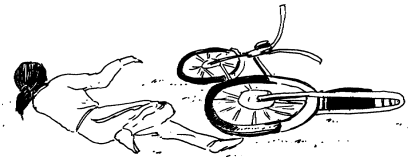
1. The boy (he) can't ride a horse .



2. _____



3. _____



4. _____



5. _____



6. _____

8.3 Reading and listening

Read and listen to the following song and sing along.

A: I can run faster, faster than you can.
I can run faster, faster than you.
B: No, you can't.
A: Yes, I can.
B: No, you can't.
A: Yes, I can. Yes, I can. Yes, I can. Yes, I can.

B: Well, I can jump higher, higher than you can.
I can jump higher, higher than you.
A: No, you can't.
B: Yes, I can.
A: No, you can't.
B: Yes, I can. Yes, I can. Yes, I can. Yes, I can.

A: Well, I can play football better than you can.
I can play football better than you.
B: No, you can't.
A: Yes, I can.
B: No, you can't.
A: Yes, I can. Yes, I can. Yes, I can. Yes, I can.

A: Yes, I can.
B: No, you can't.

Lesson 9

9.1 Reading

Read this story and answer the questions that follow.

Football and my childhood

When I was a child I played football with my friends. We played in our neighbourhood. I remember, we

used to run from school to our neighbourhood to start the game. I remember Michael, who was older than many of us. He was different in some ways from all of us. He didn't like school so he always stayed at home. It was Michael who made the rag balls for us. He was very good at making rag balls. He collected old pieces of clothes and plastics to make the balls. We always played football with rag balls. We never had leather balls. Also we never had goalposts. We just put two stones as goalposts. So when we were at school, he stayed at home making the balls. As soon as we reached home, we put down our books and ran out to play. We did not even want to eat our snack.

Michael and Isaias, the two older boys, always chose the two teams to play. Each team had five or six players. I was usually in Isaias's team. All my friends were very good players. We never stopped playing before it was **dark**. If you ask why, the answer is that we liked it very much. I was always an **attacker** or striker, which means that I was near the goalkeeper of the other team. This helped me to score many goals. If I am not wrong, Isaias was usually in defence, which means that he was near our goalkeeper. This means that he was a defender. We enjoyed playing football, but there was one problem. Michael did not want to lose. He always wanted to win. So if we scored many goals, he usually started to attack us. When we beat them, he became angry and started to play badly. Then he would hit the smaller ones like me. We were always afraid of him.

When I remember our **childhood**, I always remember the football games we played and Michael and my other friends. Now I am an adult. When I see Michael in the streets of Asmara, I feel **sad**. Michael now has

mental problems. He wears dirty and torn clothes and talks to himself.

1. When did the writer and his friends play football?
2. Who made the rag balls for them?
3. How did he make the rag balls?
4. Why does the writer remember Michael?
5. Why did the writer and his friends play until it was very dark?
6. Do you feel sad for Michael? Why?

9.2 Vocabulary

Match the opposites.

A	B
1. childhood	a. win
2. remember	b. adulthood
3. dark	c. forget
4. attacker	d. happy
5. lose	e. light
6. sad	f. defender

9.3 Writing

Look at these pictures which illustrate some part of the story above.

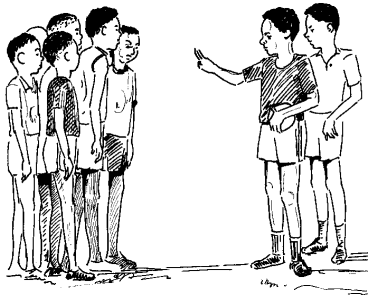
Write what is happening in each picture. Write at least one sentence for each picture.



1.



2.



3.



4.



5.

Lesson 10

10.1 Language focus

a. Read the following dialogue. Then and discuss with a friend why play is used with some sports and **go** with others.

Mahta: What do you do on Saturday, Haben?
Haben: I play basketball.
Mahta: And what do you do on Sunday?
Haben: I go swimming. And what about you?
Mahta: I play volleyball on Saturday.
Haben: And on Sunday?
Mahta: I go horse-riding.
Haben: What about your sister?
Mahta: She plays football on Saturday and she **goes** running on Sunday.

b. Reading and writing

Use either play or go to fill the gaps. Use the sports or activities given in brackets.

Example: What do you do on Monday? (fishing)

I **go** fishing.

What does she do on Sunday? (volleyball)

She **plays** volleyball.

1. What do you do on Tuesday? (basketball)
   _____.
2. What does your brother do on Sunday? (walking)
   _____.
3. What do you do on Wednesday? (jumping)
   _____.
4. What does your father do on Friday? (football)
   _____.
5. What do you do on Thursday? (cycling)
   _____.
6. What does your mother do on Saturday? (tennis)
   _____.

10.2 Reading and writing

Read the following paragraph and write a similar paragraph about you and your friend or any other two people you know.

I like swimming. I am very good at it. I can swim for long hours. Last year, I participated in the school competition twice. In the first competition, I came third, and in the second competition I came first. But my friend, Jemila, likes football. Not many girls play football, but she and her friends do. And they are good at the game. My sister scores many goals. Last week her team played in a school competition. They beat all the other schools, including ours, and came first. Our school came fourth.

Lesson 11

11.1 Reading and speaking

Read the two texts and discuss the questions that follow with a partner.

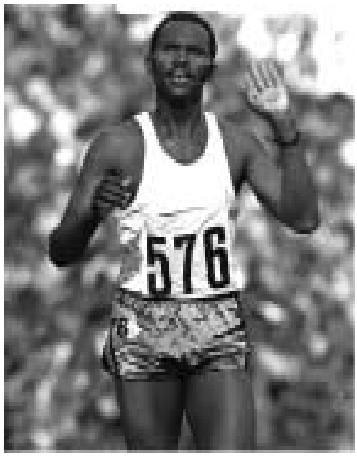
Zeresenay Tadesse



Zeresenay was born on 9 February, 1982 in Eritrea. He started competitive running two years ago. Before he began running, he was a student and a cyclist. He competes in the 5000 meter, 10,000 meter and cross country. During his first year of running, Zeresenay came 30th and 21st in the 2002 World Cross and World Half Marathon in Dublin and Brussels respectively. In the same year, he finished 6th in the 10,000 at the African Championships in Tunis.

Later in six European cross country competitions, he finished first, second and third.In the year 2004, he represented Eritrea in the Athens Olympics. He com peted in the men's 10,000m and 5,000m. In the 10,000m, he came third and won the Bronze medal. This was his first time to compete in the Olympics. This made him the first runner to win a bronze medal for Eritrea. In March 2005, he came second and won a Silver medal in the 33rd World Cross Country championships held in France. He is Eritrea's hero.

Kip Keino



Kip Keino was born on 17 January, 1940 in Kenya. Early in 1968 Kip Keino was a policeman. Later in that year Kip Keino and Kenya became famous when Kip Keino won his first gold medal at the Olympics. He won the 1500 metres. For several years, he was the best runner in the world over 1500 metres, 3000 metres steeplechase and 5000 metres.

He was the world record holder for all these distances, and he won two Olympic, three Commonwealth and two African Games gold medals.

He is one of the all-time greatest African athletes. He now coaches the young athletes of Kenya and helps the administration of sports in Kenya. He and his wife also have a small home for orphans where they look after a number of children who no longer have parents. He uses the money he won in running.

1. Where were the two athletes/runners born?
2. What are they famous for?
3. Who is younger?
4. Which part of Africa do they come from?
5. What did they do before they became famous athletes/runners?

11.2 Reading

Use the above texts to complete the table below.

Athlete	Country for which they ran	Olympic year	Distance	Olympic medal
Zeresenay				
Kip Keino				
Maria Mutola	Mozambique	1996	800m	bronze

11.3 Reading and writing

Using the information in the table, write a short paragraph about Maria Mutola.

Lesson 12

12.1 Reading and writing

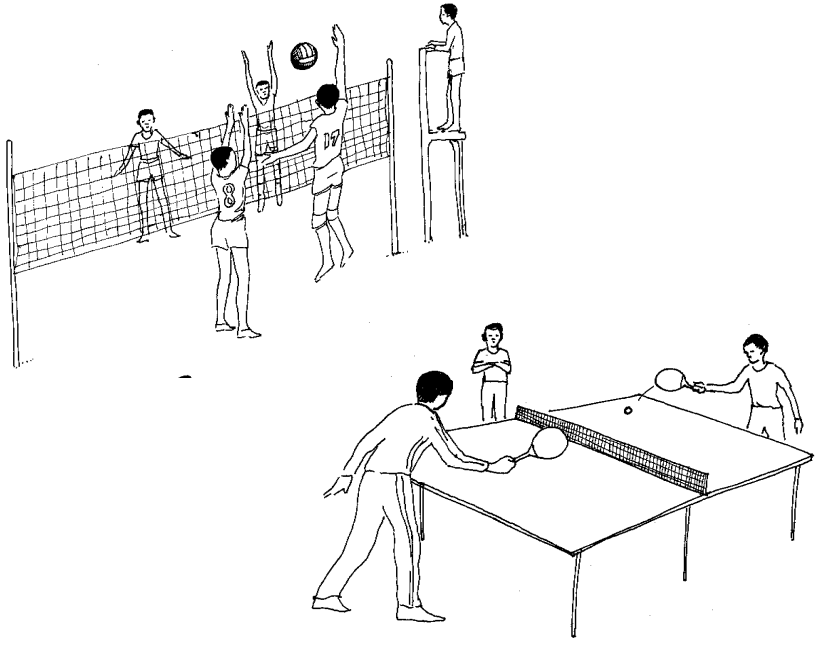
Read the following description of volleyball. Then use it to write a similar description for football or tennis or basketball. Use the information in the table below.

Volleyball is a game which is played by two teams. Each team has six players. It is played on a rectangular field using a round ball. There is a high net across the middle between the two sides. They have to hit the ball over the net with their hands or head towards their opponents. They can pass it to each other up to only three times before they hit it over the net. The ball must not touch the ground. If the ball hits the ground on their side of the net, or if their players touch the ball more than three times, then they lose the point. The referee decides whether a point is scored, or rules are broken, and controls the game.

Sport	*Number of players*	*Referee*	*Played with*	*Body part used*	*How it is played*	*Played on*
Volleyball	Six	✓	Ball	Hands and head	Hitting ball over net	Court
Table tennis	Two or four	✓	Small ball and bats/ racket	hand	Hitting ball with bat over net	Table
Basketball	Five players	✓	Ball and basket on a ring	Hands only	Putting ball into basket	Court
Football	eleven	✓	ball	Feet and head, chest, hand (goalkeeper only)	Putting ball into goal	field

12.2 Vocabulary

Look at the pictures and label the parts numbered.



Lesson 13

13.1 Reading and speaking

Read the following laws of football and identify which part of the law is broken in each picture below. Discuss with your partner, and say the reasons why.

The throw-in

A throw-in is a method of starting the play again. A goal cannot be scored directly from a throw-in. A throw-in is given:

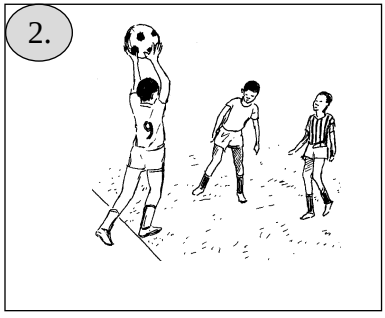
- ♦ when the ball passes over the touch line.
- ♦ from the point where the ball crossed the touch line.
- ♦ to the opponents of the player who last touched the ball.

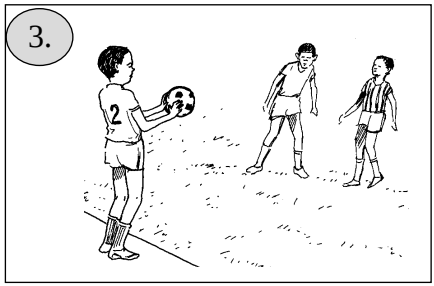
How the throw-in is used

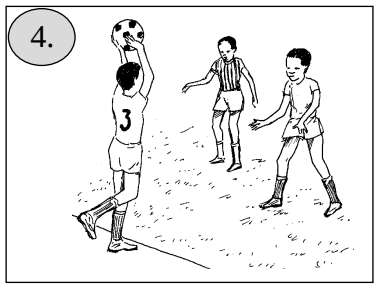
In throwing the ball, the thrower:

1. faces the field of play.
2. puts part of either foot on the line or outside the line
3. uses both hands.
4. throws the ball from behind and over his/her head The thrower is not allowed to touch the ball again until it has touched another player.











1. ____ 2. _____ 3. ____ 4. _____ 5. _____

13.2 Speaking and writing

Work in groups. Write 3-5 rules/laws of any game or activity you know.

Lesson 14

Extensive reading lesson

14.1 Reading and writing

Go to your school library and read a biography of any famous person from encyclopeadia. Then write some information about the person. Copy and fill in the following note in your exercise book to help you write the information. Then read the information to your partner.

Name: _____

Born:

date: _____

place: _____

Male/female: _____

He/she is famous for:

_____

_____

_____

_____

_____

_____

_____

_____



CONSOLIDATION: UNIT 9 and 10

Lesson 1

1.1 Reading and writing

a. Complete the conversation between the doctor and the patient.

Doctor: _____?
Patient: I feel awful.
Doctor: What _____?
Patient: I have a _____?
Doctor _____ to hear that. Let's take a look. _____.
Patient: Aaah.
Doctor: Your _____ is red. Don't worry. I'll pre scribe you some medicine.
Patient: Thanks

b. Work in groups of four to write a conversation between a doctor and a patient who is not feeling well. He has a pain in his stomach.

c. Now practise the conversation with your partner.

Lesson 2

2.1 Vocabulary

Match words in column A with their opposites in B.

A	B
1. awful	A. make worse
2. cure	B. minor
3. win	C. well
4. serious	D. for
5. against	E. lose

2.2 Listening

a. Listen to the sport news and answer the questions.

What kind of sport is it?	
Which teams played	
Who won?	
What was the score?	

b. Now tell your partner the story from the news.
Begin: Yesterday, _____ played _____

Lesson 3

3.1 Language focus

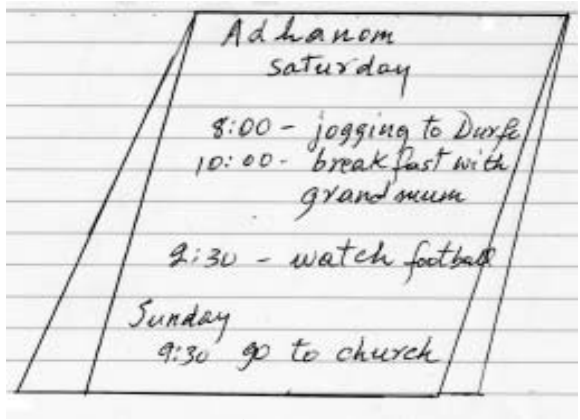
a. Look at the diaries and write sentences about what these people are doing on the weekend. Use present continuous to tell future action.

Example:

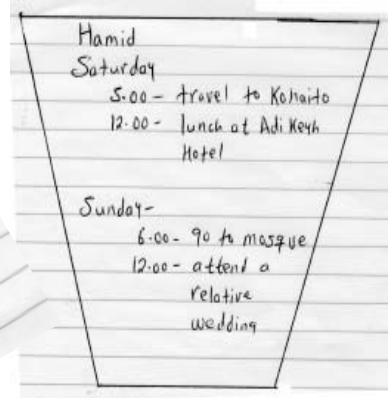
Adhnet is playing tennis on Saturday.

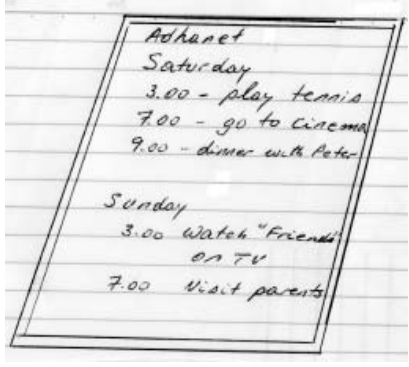
1. Sunnie _____
2. Dawit _____
3. Hamid _____
4. Tirhas _____

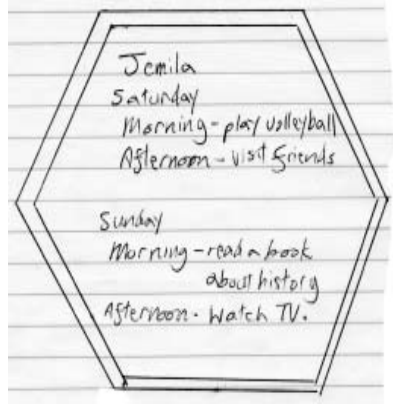
b. Put the verbs in the present continuous or present simple.


Adhanom
Saturday
8:00 - jogging to Dirfe
10:00 - break fast with grandmum
2:30 - watch football
Sunday
9:30 go to church


Dawit
Saturday
Morning - help father in the garden
Afternoon - play football
Sunday
Morning - Watching TV
Afternoon - visit friends


Hamid
Saturday
5.00 - travel to Kohaito
12.00 - lunch at Adi Keyh Hotel
Sunday-
6.00 - go to mosque
12.00 - attend a relative wedding


Adhanet
Saturday
3.00 - play tennis
7.00 - go to cinema
9.00 - dinner with Peter
Sunday
3.00 watch "Friends" on TV
7.00 visit parents


Jemila
Saturday
Morning - play volleyball
Afternoon - visit friends
Sunday
Morning - read a book about history
Afternoon - Watch TV.

1. A: Are you going (you / go) to play football on Saturday?
   B: No, I'm too tired. I _____ (go) to the cinema. It _____ (start) at 7.00.
2. A: Did you hear about Jemilla?
   B: No, What happened?
   A: She _____ (get /married) next week.
3. A: My parents _____ (go) on holiday next week.
   B: Oh, that's nice. Where _____ (they / go)?
4. A: How _____ (you / get) home tomorrow after the wedding party? By taxi?
   B: No. I can go by bus. The last bus _____ (leave) at 10 o'clock.

Lesson 4

4.1 Language focus

Match a line in A with a line in B and a line in C.

A	B	C
If you go to France	tell your problem to the nurse.	They have nice ones.
If the pain gets too bad	don't buy them.	S/he might give you some medicine.
If Simon rings	see your doctor.	And don't tell him where I have gone.
If the doctor is not in	bring me perfume.	That might help.
If you are not sure they are good	tell him I don't want to see him.	Because you cannot return them.

4.2 Writing

Complete the sentences with some advice

Example: If you have hiccups, *try drinking water slowly.*

1. If you have a headache, _____ .
2. If you can't get to sleep, _____ .
3. If you don't know the answer, _____ .
4. If you have a toothache, _____ .
5. If you want to play tennis, _____ .

Lesson 5

5.1 Listening and speaking

a. Listen to Hiwet talking about her abilities in sports. Copy the following table and put a tick against the sports she does.

Kind of sport	Hiwet	You	Your partner
Swimming			
Volleyball			
Football			
Jogging			

b. Now ask and answer questions about Hiwet.
Can Hiwet swim? Yes, she can.

c. Now complete the table about you and your partner; ask your partner to find out.

d. Write sentences from the table.
Example: I can play football but my partner can't play football. OR Both my partner and I can play football.

Lesson 6

6.1 Vocabulary

a. Use 'play', 'go', or 'do' to fill the gaps.
Adhanet _____ aerobics every Saturday but she _____ fishing once in a year. She also _____ volleyball for Harena sport club. All her friends _____ jogging twice a week but she doesn't. Her friend, Sunnie _____ table tennis and she is a champion.

b. Use either 'sore' or/ and '-ache' to the following. If both are possible, show the difference in meaning.
head, ear, tooth, stomach, eye, leg
Example: headache

6.2 Language focus

leave	be sick
jump	
rain	be late

a. Complete the sentences with 'going to' and a verb or expression from the box.

1. Look at that man on the bridge. I think he is going to jump.
2. I don't feel well. I think I _____.
3. It's so cold and look at those clouds! I think _____.
4. This film is so boring. We _____.
5. Hurry up! It's nearly ten o'clock! You _____

b. Use either 'but' or 'and' to complete the gaps.
1. Our house is small, _____ it's comfortable.

2. I like football _____ my sister likes volleyball.
3. Adam can't play football_____ I can't play football.
4. Hagosa is in Grade four _____ she can't tell where Eritrea is in the map.
5. She wants to a teachers _____ a doctor. She likes them both.

c. With you partner make suggestions with
'why don't **you**.....'

You: I am feeling hot.
Partner: Why don't you open the window?

You: I'm thirsty.
Partner: _____.

You: I have got a headache.
Partner: _____.

You : I'm tired.
Partner: _____.

You: I am feeling cold.
Partner: _____.

You: I've got a lot of homework.
Partner _____.

Lesson 7

Extensive reading lessons

7.1 Reading and writing

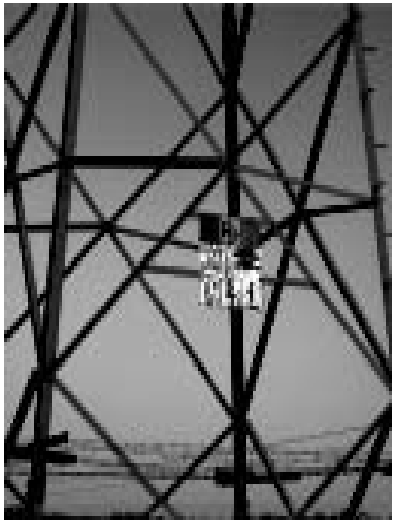
Read a page or two from any of your textbooks of other subjects. Write a summary of what you read in five to ten sentences. You may use the following note as a guide.

The text I read is about ..... It .....
It has ..... pictures or ..... .

UNIT 11

Safety















Lesson 1

1.1 Speaking

Look at the pictures on page 245. Tell your partner what you can see in each picture. Then write any words that you know about the pictures.

1.2 Vocabulary

Study the meaning and usage of the following words:

safe(adj.) = not causing danger or harm

e.g. Keep medicines in a safe place.

safety(noun) = being not in danger

e.g. Don't play on roads for your **safety.**

Complete the following sentences with safe and **safety.**

1. Let's not travel on this old bus. It is not good for our _____.
2. Don't take this expired medicine. It is not _____.
3. To be _____ we should change our direction.
4. For their _____ they should obey traffic rules.
5. When you drive a car, fasten the seat belt for your _____.

1.3 Speaking and reading

Now read and discuss the following statements in your group. How many students in your group agree/ disagree with the statements?

Write the numbers under agree/disagree in the table.

	Statements	Agree	Disagree
a	It doesn't matter if we play on roads.		
b	Do not take medicines without a doctor's prescription.		
c	Climbing an electric pole is a good exercise.		
d	We made fire in the forest and cooked our food.		
e	I never swim in a pond or a river.		
f	Please let me borrow your blade to cut my nails.		

Lesson 2

2.1 Reading

Read the sentences of warning and match to the pictures.

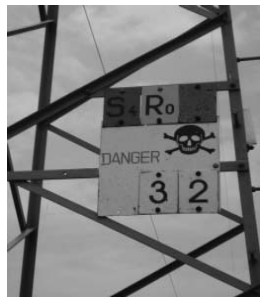
1. Do not smoke in this area!

2. Keep out of reach of children!

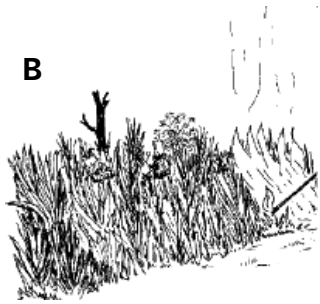
3. Do not touch or climb!

4. Do not make fire in this area!

A



B



C



D



2.2 Writing

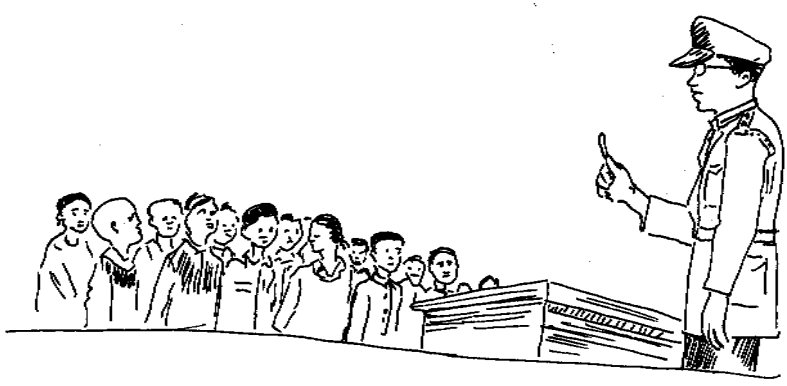
With a partner, write four sentences of your own to warn people not to do something for their safety. Then draw simple and clear pictures for any two of your sentences.

Lesson 3

3.1 Listening

You are going to listen to a traffic police officer giving a speech to junior school students about traffic accidents and their causes.

Complete the missing words while you listen to the tape.



Hello students, how are you? Today I am here in your school to give you some information on car accidents and their causes.
As you know, the number of cars in our country is increasing from time to time. Similarly the number of car accidents is also increasing from time to time. As reports from the traffic police indicate, in the year 2004 alone _____ car accidents occurred in Eritrea. In these accidents 167 died and _____ were injured.

Dear students, what are the causes of these accidents? I will try to mention some of the main causes as follows:

1. Driving a car after taking _____ drinks.
2. Driving at a very _____ _____.
3. _____ _____ to road signs and traffic lights and signs.
4. Walking and playing ____ _____ _____ of roads.
5. Riding a bicycle with _____ _____ _____ people.
6. Not giving _____ to pedestrians.

Therefore, dear students, if you ride a bicycle, obey to traffic lights and signs. Do not allow another person to ride with you. Also don't walk and play in the middle of a road. Take care of your own safety!

Thank you for listening.

Lesson 4

4.1 Language focus

Conditional sentences: probable/possible condition
If + simple present ..... + going to + verb



Read the sentence below and discuss the questions with your partner.

Huria said, "If I get money, I am going to buy the book."

1. Has Huria got the money now? the book now?
2. Can Huria buy the book now?
3. Will Huria get money next time?
4. Will Huria buy the book?

Remember!

The word If can come at the beginning of a sentence or in the middle.

Therefore, we can say:

If I **get** money, I **am going to buy** the book.

OR

I **am going to buy** the book **if** I **get** money.

NB. The sentence tells us that Huria hasn't got the money to buy the book now. But it is probable/ possible that she will get money some time in the future and she will buy the book.

4.2 Language focus

a. Complete the following sentences with the correct forms of the verbs in brackets

1. If the rain _____ (stop) soon, we _____ (play) outside.
2. My mother _____ (buy) me a watch if I _____ (pass) my exams.
3. If you _____ (play) on the road, the car _____ (hit) you.
4. If they _____ (come) late, they _____ (miss) their lessons.
5. I _____ (visit) my grandmother if she _____ (send) me an air ticket.

b. Now rewrite the sentences above changing the place of the word ' **if**'.

4.3 Writing

Write five sentences of your own using **If + simple present .... + ... going to + verb ...**

Lesson 5

5.1 Language Focus

Must/Must not
Do/Don't

Read the first sentence in each pair and then complete the second sentence in the same way as the example.

Example:

- You **must bring** your textbook to the class.
  You **are obliged to bring** your text book to the class.
- We **must not disobey** our parents.
  We **are obliged not to disobey** our parents.

1. He must pay 400.00 Nakfa every month.
   .....
2. Parents must send their children to school.
   ....
3. You must not play on roads.
   .....

Must and must not show that one has the obligation to do or not to do something.

5.2 Grammar

Write must or must not in the blank spaces.

1. You _____ eat in order to live.
2. We _____ come late to school.
3. They _____ take this old car. Its brake doesn't work.
4. I _____ leave now to catch the 6 o'clock bus.
5. She _____ get married now; she is too young.

Lesson 6

6.1 Vocabulary

Study the meaning of the following words.

accident serious injure/injury disabled due to damage

accident = a situation in which someone is harmed or something is damaged without plan
serious = needing attention: not funny or joking.
injure(v) = to cause physical harm to someone or to yourself
injury(n) = a wound or damage caused by an accident or attack

disabled = someone who cannot use a part of his/her body properly
due to = because of
damage = physical harm caused to someone or something

Complete the following sentences with the words above.

1. He fell from a tree; his right leg was _____.
2. My father is sick; he is in a very _____ condition.
3. Please, help him get into the bus; he is _____.
4. Daniel was dismissed from the school _____ his bad behaviour.
5. His son died in a car _____.
6. A passenger plane crashed yesterday but there were no _____
7. A bomb exploded in the market but there was no _____.

6.2 Reading

Read the text about car accidents in Eritrea. Then answer these questions according to the information in the text.

1. These days we have less car accidents. (True/False)
2. How many people become disabled due to car accidents?
3. What are the main causes of car accidents in our country?
4. We have built more than 10 schools, more than 20 hospitals, more than 40 clinics, etc with 270 million Nakfa. (True/False)
5. Why is man responsible for car accidents?

Car accidents

Today, car accident is becoming a very **serious** problem in Eritrea. In 1992, only 826 car accidents occurred. In these accidents 73 people died and 517 were **injured**. But in the year 2004 alone 2894 accidents occurred, 167 people died and 2260 were injured.

Police records show that from June 1991 to June 2005, 2000 people died and 30,000 suffered heavy and minor injuries. On average 140 people every year and 12 people every month died in car accidents. Out of the 30,000 injured people, 40% have remained **disabled**. Out of the 14,000 car accidents, 80% were **due to** carelessness. The Eritrean Police says that drinking, high speed and careless driving are the main causes of car .accidents. For all these man is responsible

For **damages** caused due to car accidents, the National Insurance Corporation of Eritrea paid 270 million Nakfa from 1992 to 2004. With this amount of money we could have built more than 10 elementary schools, more than 20 hospitals, more than 40 clinics, more than 200 kindergartens, more than 130 km. long road, and more than 35 dams.

Lesson 7

Extensive Reading Lesson

7.1 Reading

Your teacher will give you different story books. Select and read a story of your choice or part of it and tell your partner about it. Or you may bring a story book and read it. Then tell your partner about:

- the theme (message of the story)
- the setting (time and place the story happens)
- the characters (names of people in the story)

Lesson 8

8.1 Reading

Read text below and match the sentences with the pictures.

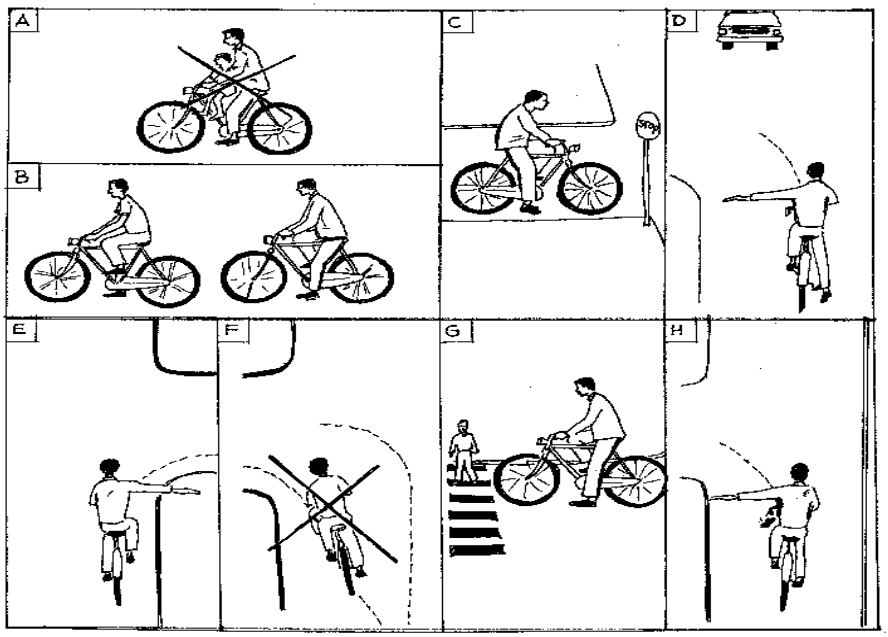
Rules for safe cycling

1 Maintain your bicycle.
You should always check that your bicycle is in good condition. Check these things every time:

- The **brakes**. Do they work?
- The **tyres**. Don't use tyres that are worn or old.
- Oil. Use oil on the **chain**.

2 Always cycle with care.

- You should cycle on the right- hand side of the road.
- If there are two or more of you, cycle one behind the other.
- If a car wants to overtake you, keep well to the right.
- If you want to turn right or left, signal well in advance.
- Only cross the main road if the road is clear.
- Stop at a zebra crossing if a pedestrian wants to cross.
- Never carry passengers on your bicycle.
- If you want to turn right, first signal, then turn.
- If you want to turn left, first signal, then look behind you. If nothing is coming from behind, move out to the middle of the road.
- Keep your hand out. Wait for oncoming cars. If nothing is coming,turn. Do not cut the corner.
- Always stop when you come to a main road.
- Look left and right before you cycle into or cross the main road.



8.2 Song: Look left, look right

Read the words of the song below. Then, sing along with the singers in the cassette.

Look left, look right

Look left, look right, look left, look right
Don't cross, there's something coming.
Look left, look right, look left, look right
All clear so now start crossing.

We live along a road, you know, where cars come everyday
We're careful now and never, never here do play.

So all of you when you are out
Upon a road with traffic
Remember all the rules you learnt
And you want have to panic.

panic = a sudden strong feeling of fear

Now sing the song on your own.

Lesson 9

9.1 Vocabulary

a. Match the words in column A to the definitions in column B.

A	B
1. overtake	a. someone who is travelling in a vehicle, plane, boat etc.
2. signal	b. someone who is walking, especially in a street or other place used by cars
3. zebra crossing	c. a place marked with black and white lines where walking people cross a road
4. pedestrian	d. a sound or action you make in order to give information to someone
5. passenger	e. to go past a moving vehicle or person

b. Fill in the blanks with the words in column A above.

1. If you want to cross a road, please use the _____.
2. Please take your seat if you are a _____.
3. The driver increased his speed to _____ the bus.
4. Drivers should give priority to _____ .
5. When you ride a bicycle give a _____ before you turn left or right.

Lesson 10

10.1 Dictionary skill

Read the following words in the box. First decide whether they are spelled correctly or not by putting ✓ or **x** marks. Then, in groups, compare your answers. Finally check your answers in a dictionary and correct the wrong spelling.

recieve	sceince	academic	enviroment
directer	mistek	pleace	fourtin
weight	certein		

10.2 Dictionary

Arrange the words in the box above according to their order in a dictionary.

Lesson 11

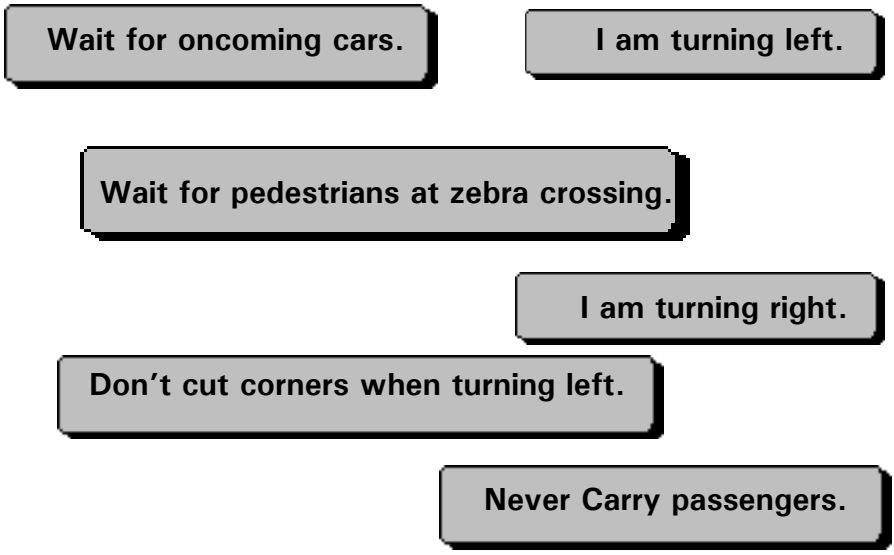
11.1 Writing

Look at the pictures on page 256. Describe any five of the pictures in a single sentence.

Example: Picture C - The man is stopping because there is a 'stop' sign.

11.2 Reading

Read the captions below. Copy them into five small pieces of paper or cards. Then label the pictures(A-H) on page 256 of your textbook with the captions.



Lesson 12

12.1 Writing

a. Write six sentences of your own advising people to do or not to do something using must and must not.

b. Now rewrite each sentence using the word oblige.

Lesson 13

13.1 Speaking and writing

Follow your teacher's instructions for this activity.

Lesson 14

Extensive reading lesson

14.1 Reading and writing

Go to your school library and read a biography of any famous person from encyclopeadia. Then write some information about the person. Copy and fill in the following note in your exercise book to help you write the information. Then read the information to your partner.

Name: _____

Born:

date: _____

place: _____

Male/female: _____

He/she is famous for:

_____
_____
_____
_____
_____
_____
_____
_____

UNIT 12

Food









Lesson 1

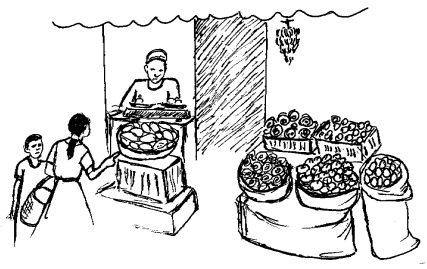
1.1 Reading and speaking

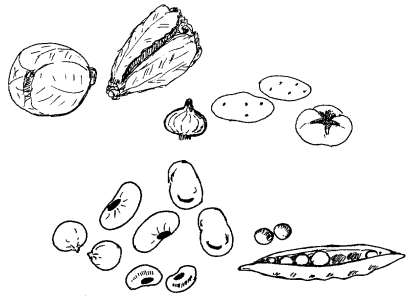
a. Read the following questions and discuss them with your partner.

1. What is your favourite food?
2. Do you like your favourite food cooked or raw?
3. Who prepares the food at your home?
4. Have you ever cooked any food? Name the foods.
5. What type of food do you dislike?

b. Look at the pictures and describe what you see.

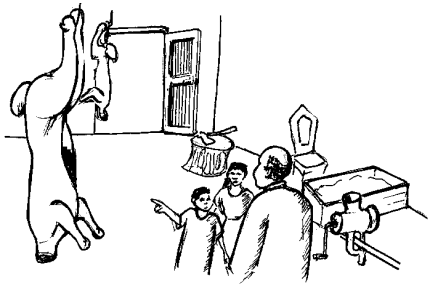
- How many items connected to food can you name?
- How many items in the picture did you name in Lesson 1.1a**?**











1.2 Writing

Close your textbooks and then list everything you remember from the picture about food items in Lesson 1.1b. Exchange books with your partner and compare your lists.

Lesson 2

2.1 Reading and speaking

Look at Sofia's shopping list below and discuss with your partner what she can buy from the market in

Lesson 1.1b.

Which items can't she buy from the market? Where can she buy them?

Shopping list

3 kilos of tomatoes
1 kilo of potatoes
2 a kilos of sugar
3 batteries
1 pencil
4 loaves of bread
1 kilo of orange

2.2 Vocabulary

Look at the picture in Lesson 1.1b again. How many of these can you identify in the picture?

cabbages, avocados, knives, saucepans, papaya, frying pans, potatoes, forks, onions, meat, oranges, lemons, lettuce

Copy down the following table and divide the words above into the following categories:

Things we eat		Things we use for cooking or eating
Vegetables	Fruit	

2.3 Listening

Listen to your teacher describing a picture and draw the picture.

Lesson 3

3.1 Reading and listening

Read, listen and repeat after the speakers.



Customer: Good morning. Can I have a kilo of potatoes, please?

Shopkeeper: Yes, here you are.

Customer: How much is it?

Shopkeeper: 5 Nakfa a kilo.

Customer: That's very expensive.

Shopkeeper: No, That's very cheap.

TODAY'S PRICES
THE CHEAPEST and BEST IN TOWN

Potatoes	5 Nakfa a kilo
Cabbages	8 Nakfa a kilo
Onions	1 Nakfa a kilo
Oranges	3 Nakfa each
Papaya	2 Nakfa a kilo
Tomatoes	10 Nakfa a kilo

What is the meaning of 'cheap' and 'expensive'?
What is the meaning of 'each'?

cheap means .....
expensive means ....
each means ....

3.2 Speaking

Now practise the dialogue but change the underlined words. Instead of 'potatoes', say 'tomatoes', 'onions' and so on. Decide each time if you think the price is cheap or expensive.

3.3 Listening and writing

Listen to the rest of the dialogue. Copy the following dialogue. Complete the gaps as you listen. Then practise it with a partner.

A. And how much are .....?
B. 2 Nakfa a kilo.
A. That's ..... Give me two kilos, ...
B. ..... the oranges?
A. They are .....
B. They are ..... But give me five oranges. How much is all of that?
A. Two kilos of Papaya and five oranges. .....
B. Here you are. .....
A. Thank you. And here is your change.

- What does the word 'change' mean?

Lesson 4

4.1 Speaking

Practise the dialogue from the last lesson with a partner. Change the items bought.

4.2 Listening and writing

Alem is going to the shops. Her mother is telling her what to buy. Listen to the conversation and do the following:

a. Write down Alem's shopping list.
b. Decide how much money she needs.
c. What items can she buy at the market?
d. What items can she buy at a shop?
e. What can she buy at the butchers?

4.3 Listening and speaking

a. Listen to the dialogue between Alem and the shopkeeper and answer the questions below.
   a. What did Alem buy?
   b. How much did she spend?
   c. How much did she give the shopkeeper before he gave her the change?
   d. Look at the shopping list. Did she forget anything?

b. Use the price list to role play a dialogue in the market and in the butchery.

Sugar	20 Nakfa a kilo
Rice	30 Nakfa a kilo
Salt	1 Nakfa 100g
Tea	8 Nakfa for 250g
Soap	10 Nakfa for one bar
Milk	8 Nakfa a litre
Carrot	10 Nakfa a kilo
Meat	60 Nakfa a kilo
Cabbages	8 Nakfa a kilo

Lesson 5

5.1 Language Focus

Read these two dialogues. Copy and underline the differences.

Dialogue 1	**Dialogue 2**
A. Can I have some rice, please? B. How much would you like? A. How much is it for ½ a kilo? B. It is 30 Nakfa a kilo. That would be 15 Nakfa.	A. Can I have some tomatoes, please? B. How many would you like? A. two kilos, please. How much do they cost? B. Tomatoes are 10 Nakfa a Kilo.

How many differences have you found? Why do we use 'is' in dialogue 1 and 'are' in dialogue 2?

The difference is that tomatoes are in the plural. Rice has no plural.

Nouns like rice or sugar which cannot be made plural are called 'uncountable'. Nouns like tomatoes which can be made plural are called 'countable'.
We use 'how many' for countable nouns and 'how much' for uncountable nouns.

5.2 Reading and speaking

a. Sort out these words into countable and uncountable.

potatoes, sugar, fish, onion, salt, milk, bread, oil, soap, tea, avocado, cabbage

b. Practise using each word in either dialogue 1 or dialogue 2 above.

Lesson 6

6.1 Reading

Match the following phrases with the items you used in 5.2.

a packet of	a kilo of	a piece of	500 grams
a slice of	a bar of	a litre of	a cup of

6.2 Speaking

Repeat the dialogue below but replace the words in bold with others from the items in 5.2.

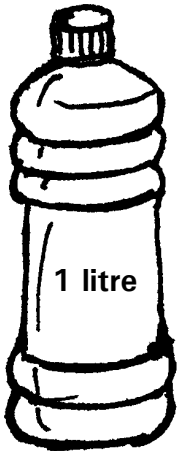
A: Could I have some **tea** please?
B: Certainly. How **much** would you like?
A: Could I have **two packets,** please?

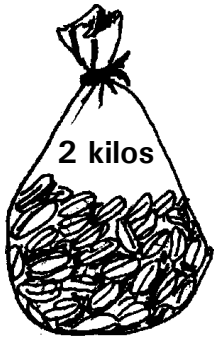
How do we ask for some thing politely? How do we reply for that politely? See also the language focus in 5.1.

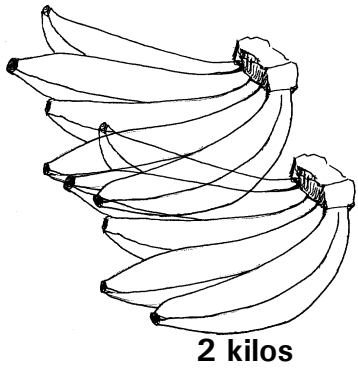
6.3. Reading and speaking

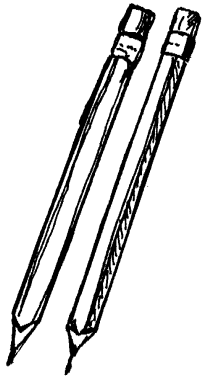
Look at the items Sofia bought this morning and with your partner ask and answer questions using 'many' and 'much'.

Example:
A: How much oil did Sofia buy?
B: She bought 2 litres of oil.

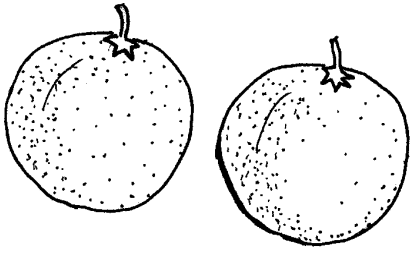

1 litre

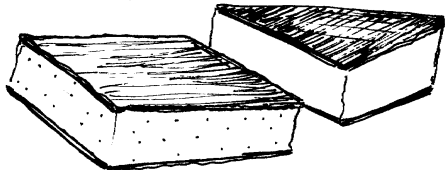

2 kilos


2 kilos









Lesson 7

Extensive reading lesson

7.1 Reading

In groups, read a story you like. Take different roles of the people in the story and then dramatise it in class.

Lesson 8

8.1 Reading and Speaking

Language Focus: like + ing

Practise this dialogue with your partner.

A: What do you **like eating** in the morning?
B: I **like eating** *kicha.*
A: And what do you **like drinking?**
B: I **like drinking** tea with milk.

Note that like is followed by verb–ing.
What does 'I like drinking tea with milk' mean?

8.2 Speaking and writing

a. Get into groups and tell each other to discuss:
What you all like eating and drinking before school.
What your favourite food and drink is?

b. Draw a bar graph or pie chart to show your findings. Refer to Unit 7, Lesson 3.
- the number of students in your group who eat bread in the morning.
- the number of students who eat bread and drink tea.
- the number of students who eat and drink something different.

8.3 Writing

Write about the graphic representations using 'like + ing' and report it to the class.

In our group .....like .....
every morning and .....like ..... .

Lesson 9

9.1. Reading

Read the invitations below and answer the questions that follow.

A.

Dear Hanna,
Can you please walk home with me after School today? I want you to help me with my homework. I think the homework is too difficult for me. So please help me. We can go to my house for tea and then you can help me understand todays mathematics lessons. I think she didn't give us enough examples.

Nasir

B.

Dear Halima,
Let's go to the cinema this evening. Come to my house at 6.00 o'clock and we can walk there. The film is called, 'Top Gun'. People say it is very good.

Your best friend,
Amina

C.

Dear Dawit,

It is my birthday on Saturday. Can you come to our house at about one o'clock? I am having a party with enough to eat and lots of dancing. I hope you can come.

Yours,
Henok

1. What are the invitations asking for? Complete these sentences:
   Amina wants Halima to .....with her.
   Henok invites .....
   Nasir wants .....

2. What time and day is each invitation for?

3. Copy down the words that make the invitation. Practise using these phrases to invite your partner to your house.

9.2 Reading

a. Here are the replies. Match each reply with the invitation.

Dear .....,

I am sorry, I can't see you because my parents are coming to meet me after school. They get very angry if I am late. We are going to my grandmother's house. perhaps we can meet tomorrow.

Yours truly,

Dear ------,
Thank you very much for the invitation but I cannot come this evening. I have too much homework and I have a test. perhaps we can go in the weekend.

Best wishes,
---- ----

Dear ---
Thank you very much. Yes, I would love to come to your party. I look forward to seeing you on Saturday.

Yours,
---- ---- ----

b. Answer the following questions.
   a. How many letters are accepted?
   b. How many invitations are refused?
   c. Why do they refuse the invitations?
   d. Write down the phrases/sentences used to say 'no'.
   e. Write down the phrases used to say 'yes'.

9.3 Vocabulary

Find the words 'very', 'too', and 'enough' in the letters of invitation. How many times are they used in the letters? What do they mean?

Lesson 10

10.1 Writing

a. Imagine that you are holding either a party or you want to invite your partner for lunch. Write a short letter of invitation. Make sure you include the following.

Time Day Place Reason for the invitation

b. Exchange exercise books with your partner. Write a reply to his or her invitation. You may either accept or refuse the invitation.

Lesson 11

11.1 Reading

Read the following dialogue and answer the questions that follow.

Father: Let's sit and have our lunch, children. It's ready.
Nejat: Oh no! I don't like this zigni. It's too **hot.** You put in too much pepper, Mum.
Father: Drink some water if it's too hot.
Nejat: I like milk with my food. I don't like water.
Father: Well, the milk isn't **fresh.** We bought it yesterday so it's **sour.**
Nassir: Hey! This zigni isn't very hot. You know I like hot food.
Mother: Well, add some more sauce if it isn't hot enough. That sauce is hot.
Osman: Oh no! There are too many vegetables. You know I don't like cabbages, Mother.
Meriem: Hey! Where is the rice? You know I like rice with my lunch, Dad.
Nassir: There's not enough sugar in my tea. It isn't sweet enough. I like sugar in my tea, Mother.

Nejat: There's too much sugar in mine. And I like coffee not tea.
Mother: Right! You don't like the zigni. You don't like the vegetables. You think the food is not hot enough. You have too much sugar and you want coffee. Tomorrow you're all going to cook the food, not us. I'm not cooking this week.
Children: Oh no, Mum! The food's very nice. It's very sweet, it's very **tasty** and we like it hot. Cabbage is our favourite vegetable. We love tea. It's great.
Father: It's too late. You're going to cook the food everyday this week. And you're going to buy the food. Here's the money.
Meriem: But I don't like cooking.
Nassir: And I don't like shopping.
Osman: And I can't cook. I don't know how.
Father: Then you must learn or you must stop eating.

1. What time of the day is the story taking place?
2. Who is happy among the children with the food and drink?
3. The children changed their mind when the mother said they would not cook their food. Why did they change their mind?
4. What does **it** in line 17 refer to?
5. What does **us** in line 25 refer to?

11.2 Vocabulary

Match the following words with their meanings.

A	B
1. hot ____	a. sharp taste
2. fresh ____	b. having good taste
3. sour ____	c. new
4. tasty ____	d. spicy, peppery

11.3 Listening

Listen and repeat after each speaker.

Pronunciation Focus
Contractions

Say the words in bold from the dialogue in Nejat's family. Now listen to some parts of the dialogue and pay attention to the way the words are pronounced.

Father: Let's sit and have our lunch, children. It's ready.
Nejat: Oh no! I don't like this zigni. It's too **hot.**
Father: The milk isn't fresh.
Nassir: Hey! This zigni isn't very hot.
Mother: Well, add some more sauce if it isn't hot enough.
Nejat: There's too much sugar in mine. And I like coffee not tea.
Children: Oh no, Mum! The food's very nice.
Father: It's too late. You're going to cook the food everyday.
Osman: I can't cook. I don't know how.

You have learned contractions in Unit 4. Do you remember when we use them?

12.1 Writing

Write the following words in contracted (short) form.

1. We are _____
2. She is _____
3. You are _____
4. I cannot _____
5. They are _____
6. I am _____
7. We have _____
8. He has _____
9. It is not _____
10. We do not _____

12.2 Reading

Read the following cooking instructions to prepare Spaghetti. They are not put in their proper order Put them in their proper order with the help of the pictures.

1. Drain the Spaghetti.
2. Stir frequently until Spaghetti achieves smooth/ firm "Al Dente" texture.
3. Put the Spaghetti into the boiling water.
4. Add a teaspoon of olive oil or a knob of butter.
5. Serve the Spaghetti hot with your favourite sauce.
6. For 100g of Spaghetti boil 1 litre of water plus a teaspoon of salt.





1.



2.



3.



4.



5.



6.

Lesson 13

13.1 Writing

Look at the following pictures and write a recipe for preparing orange-juice. The pictures are in their correct order. You may use the following words:

peel mixer pour glass wash



1.



2.



3.



4.



5.



6.

Lesson 14

Extensive Reading Lesson

14.1 Reading and dramatising

Take different roles and dramatise the story you have read on Lesson 7.

CONSOLIDATION: UNIT 11 and 12

Lesson 1

1.1 Listening

a. Listen to Sofia and a shopkeeper talking and answer the questions that follow.

Sofia: Good afternoon.
Shopkeeper: Good afternoon, Can I help you?
Sofia: Can I have sugar, batteries, pencils and bread, please.
Shopkeeper: How much sugar do you want?
Sofia: two kilos, please.
Shopkeeper: Here it is. And how many batteries and pencils would you like?
Sofia: three batteries and one pencil.
Shopkeeper: Here they are. And how many loaves of bread?
Sofia: Four loaves, please.
Shopkeeper: Here they are. That will be twenty one Nakfa and twenty cents. Thank you. Bye.

Now answer the following questions according to the dialogue given above.

1. Where are Sofia and the shopkeeper?
2. What did Sofia want to buy?
3. How much sugar did Sofia want?
4. How many batteries and pencils did she want to buy?
5. Where all the items she wanted available in the shop?
6. What was the total price of the items?

b. Listen and answer

Language Focus

Countable and uncountable nouns

How many ...

How much ...

Example: How many books do you want?

How much salt is there in the *shiro*?

Read the examples given in the language focus. And listen to the dialogue above and answer the following questions.

1. Why do we use many with books and much with salt?
2. Why does the shopkeeper use much with sugar and many with batteries and pencils?

Lesson 2

2.1 Writing

Write a cooking instruction (recipe) on a food item you know. Your partner will draw pictures to accompany that recipe.

Lesson 3

3.1 Writing

Copy down the following words into your exercise book and write a sentence of your own using the words.

1. precautions
2. accident
3. tasty
4. expensive
5. cheap

3.2 Reading

Choose the correct word for the spaces provided.

available recipe safety passengers
sour fresh shopping

1. I can't cook 'Tukusha'. But if you give me the _____ I will try.
2. The _____ of all _____ in a car is necessary.
3. The new book is _____ in our library.
4. Lemon has a _____ taste.
5. Yesterday I went _____ and bought some _____ oranges.

Lesson 4

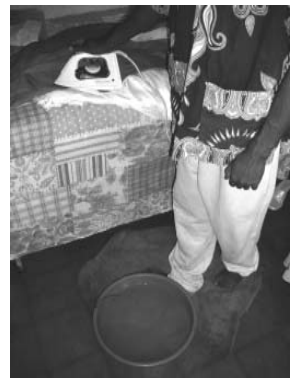
4.1 Reading

Read the following safety instructions for a Steam Iron. Which instructions are broken from the pictures given?



1. Use iron only for ironing.
2. Do not immerse the iron in water or other liquids.
3. This machine is not for use by children.
4. Do not use with a damaged cord or plug.
5. Do not use iron outside.
6. Do not use while standing in damp area.
7. Always disconnect iron from plug when filling water.

1. 

2. 

3. 

4. 

5. 

6. 

4.2 Writing

Read and rewrite the safety instructions for iron using 'must' or 'must not'. The first one is done for you.

Example:

1. 'Use iron only for ironing' becomes
   'You must use iron only for ironing'.

Lesson 5

5.1 Listening and speaking

Work in pairs. Tell your partner what to do or not to do using must, mustn't, 'should', 'shouldn't or 'don't'.

Student A wants to be a runner. So tell him/her what to do or not to do from the following: eating, drinking, training, etc.

Student B wants to cook food for a family. So tell her/him what to do or not to do from the following: washing, using knife, using salt, etc.

For example, Students B can say to Student A, 'You mustn't eat uncooked food' OR 'You should eat fruits and vegetables' etc.

5.2 Writing

Now write five sentences to tell your partner what to do or not do based on the above situation. Students A writes to tell Students B what to do or not do and vice versa.

Lesson 6

6.1 Reading and writing

Use the present simple and 'going to' where appropriate as in the example.

Example:

If you _____ (run) fast, you _____ (catch) the bus.

If you run fast, you are going to catch the bus.

1. If you _____ (help) me with my homework, I _____ (help) in your class work.

2. If she _____ (feel) sick, her parents _____ (take) her to hospital.
3. If they _____ (train) a lot, they _____ (win) a medal.
4. If he _____ (come) on time, he _____ (watch) the film with us.
5. If it _____ (become) dark, I _____(take) the cattle inside.

6.2 Reading and writing

Use the following words in the following dialogue.

too, many, very, pedestrian, much, enough, care

A. How _____ sugar do you want in your tea?
B. I want little sugar. I think one tea-spoon will make it sweet _____. The other day you added _____ much sugar in my tea which made me feel sick.
A. But that cup of tea was not meant for you. It was meant for a _____ who asked for a cup of tea with four tea-spoons of sugar.
B. How _____ tea-spoons did you say she asked you to put into her cup?
A. Four.
B. She will be _____ fat soon. If people don't take _____ of the amount of sugar they take daily, it is dangerous for health.

Lesson 7

Extensive reading lesson

Reading 7.1

Read a story of your own choice. It is time for pleasure.

Elementary School Vocabulary, Grades 1 to 5

Learn these important words
This list contains the most important words from elementary school English. You must know all the words in this list for listening, speaking, reading and writing.

Use these activities on your own and with friends to help you learn.

- **Test yourself:** Look at the lists. How many of the words do you know? Is the word a noun, a verb an adjective? Give yourself a learning target, for example ten new words every day.
- **Make phrases and sentences:** Use the words from the list to make true phrases and sentences.
- **Actions:** Choose a word. Do an action or mime. Your friends guess the word.
- **Using cards:** Make small cards with English on one side and a picture or mother tongue word on the back. Test yourself.

Grammar guide
This information helps you use the word co ctly. Next to each word is the grammar of the w . Here are examples: **agree v** (verb); **girl cn** unt noun, a girl); **water un** (uncountable noun); **ppy j** (adjective); **healthy a** (adverb); **into p** (preposition).

about	a	always	a	bath	cn
about	p	amount	cn	bathroom	cn
above	p	angry	j	be	v
absent	j	animal	cn	beach	cn
accept	v	announce	v	beat	v
accident	cn	answer	cn,v	beautiful	j
across	p,a	appear	v	become	v
act	v	argue	v	bed	cn
action	cn	arm	cn	bedroom	cn
add	v	army	cn	beer	un
address	cn	arrive	v	before	p,c
adult	cn	art	un	begin	v
advertisement		ask	v	beginning	cn
advice	un	asleep	j	behave	v
advise	v	at	p	behind	p,a
afraid	j	at-first	a	believe	v
after	p,a	at-home	a	bell	cn
afternoon	cn	at-last	a	belong	v
again	a	at-once	a	bench	cn
against	p	attack	a	best	j
age	un	attention	un	between	p
ago	a	attractive	j	bicycle	cn
agree	v	aunt	cn	big	j
air	un	awake	j	bird	cn
air-force	cn	away	a	birth	cn
airline	cn	axe	cn	birthday	cn
airplane	cn	baby	cn	biscuit	cn
airport	cn	back	cn	bit	cn
alive	j	back	cn	bite	v
allow	v	bad	j	bitter	j
almost	a	bag	cn	blackboard	cn
alone	j	ball	cn	blanket	cn
along	p,a	bank	cn	bleed	v
already	a	bar	cn	blind	j
also	a	basket	cn	blood	un

blouse	cn
blow	v
board	cn
boat	cn
body	cn
bomb	cn,v
bone	cn,un
book	cn
book	v
bored	j
boring	j
born	j
borrow	v
bottle	cn
bottom	cn
box	cn
boy	cn
boyfriend	cn
brain	cn
branch	cn
brave	j
bread	un
break	v
breakfast	cn
breathe	v
brick	v
bridge	cn
bright	j
bring	v
brother	cn
brown	j
brush	v,cn
bucket	cn
build	v
building	cn
burn	v
bury	v
bus	cn
business	cn,un
busy	j
button	cn
buy	v
by	p
café	cn
call	v
call	v
camera	cn
camp	n,v
candle	cn
capital	cn,j
capital	cn,
car	cn
card	un
care	v
careful	j
carry	v
catch	v
cause	v,cn
centre	cn
chair	cn
chalk	un
chance	cn
change	cn
chapter	cn
cheap	j
check	v,cn
cheek	cn
chicken	cn
chicken	un
child	cn
chin	cn
choose	v
church	cn
cigarette	cn
cinema	cn
circle	cn
city	cn
clap	v,cn
class	cn
classroom	cn
clean	j,v
clear	j,v
clever	j
climb	v
clock	cn
close	v
cloth	un
clothes	cn
cloud	cn
cloudy	j
club	cn
clue	cn
coast	cn
coat	cn
coffee	un
cold	j
collect	v
colour	cn
comb	cn,v
come	v
comfortable	j
common	j
company	cn
compare	v

competition	cn	danger	cn	discussion	cn
complete	v,j	dangerous	j	disease	cn
completely	a	dark	j	dish	cn
contain	v	date	cn	dislike	v
continue	v	daughter	cn	distance	cn
control	v,un	day	cn	district	cn
conversation		dead	j	divide	v
cook	v	death	un,cn	do	v
cook	cn	decide	v	doctor	cn
cool	j,v	decrease	v,cn	doll	cn
copy	v,cn	deep	j	door	cn
corn	un	defeat	v,cn	down	p,a
corner	cn	degree	cn	draw	v
correct	j,v	democracy	un	dream	v,cn
cost	cn,v	democratic	j	dress	cn
cotton	un	depend	v	dress	v
count	v	describe	v	drink	v,cn
country	cn	desk	cn	drive	v,cn
country	cn	destroy	v	drop	v
cousin	cn	develop	v	dry	j
cover	v	diary	cn	ear	cn
cover	cn	dictionary	cn	early	j
crash	v,cn	die	v	earn	v
crop	cn	difference	cn	earth	cn
crowd	cn	different	j	easy	j
cruel	j	difficult	j	eat	v
cry	v	difficulty	cn	edge	cn
culture	cn	dig	v	education	un
cup	cn	dinner	cn	effect	cn
cupboard	cn	direct	j	effort	cn
custom	cn	direction	cn	egg	cn
customer	cn	dirt	un	electric	j
cut	v	dirty	j	electricity	un
damage	v,cn	discover	v	else	a
dance	v	discuss	v	employ	v

empty	j,v	factory	cn	fish	v
end	cn,v	fail	v	fix	v
enemy	cn	fair	cn	flag	cn
engine	cn	fall	v	flat	j
engineer	cn	false	j	flat	cn
enjoy	v	family	cn	flood	cn,v
enough	j	famous	j	floor	cn
enter	v	far	j	flour	un
entrance	cn	farm	cn	flower	cn
envelope	cn	farmer	cn	fly	v
equal	j	fashion	cn,un	follow	v
escape	v	fast	j	food	un
even	a	fat	j	foot	cn
evening	cn	father	cn	for	p
event	cn	fault	cn	force	cn
ever	a	favourite	j	force	v
every	j	fear	v,un	foreign	j
everyday	a	feature	cn	forest	cn
evidence	cn	feel	v	forget	v
exact	j	feeling	cn	forgive	v
examination	cn	female	j, cn	fork	cn
example	cn	fence	cn	form	cn
except	cn	festival	cn	form	cn
excited	j	field	cn	form	v
exciting	j	fight	v,cn	forwards	a
exercise	cn,un	fill	v	free	j
exit	cn	film	cn,v	free	j
expect	v	finally	a	fresh	j
expensive	j	find	v	friend	cn
experience	cn	finger	cn	friendly	j
experiment	cn,v	finish	v	frighten	v
explain	v	fire	cn	from	p
eye	cn	first	a	front	cn
face	cn	fish	un	fruit	un
fact	cn	fish	cn	full	j

fun	cn	guess	v,cn	home	cn
funeral	cn	guide	v, cn	homework	cn
funny	j	gun	cn	honest	j
furniture	un	hair	un	hope	v,cn
future	cn,j	half	j	hospital	cn
game	cn	hall	cn	hot	j
garage	cn	hand	cn	hot	j
garden	cn	handle	cn	hotel	cn
gas	un	handsome	j	hour	cn
gate	cn	hang	v	house	cn
get	v	happen	v	human	j,cn
get	v	happy	j	hungry	j
get-off	v	hard	j	hurry	cn,v
get-on	v	hard	j	hurt	v
get-up	v	hat	cn	husband	cn
girl	cn	hate	v	hut	cn
girlfriend	cn	have	v	ice	un
give	v	head	cn	idea	cn
glass	un	health	un	ill	j
glass	cn	healthy	j	imagine	v
glasses	cn	hear	v	immediately	a
go	v	heart	cn	important	j
god	cn	heat	un,v	in	p,a
gold	un	heavy	j	include	v
good	j	height	cn	increase	v,cn
government	cn	hell	un	industrial	j
grandfather	cn	help	v	industry	un
grandmother	cn	here	a	information	un
grass	un	hide	v	in-front-of	p
great	j	high	j	ink	un
green	j	hill	cn	insect	cn
grey	j	hit	v	inside	a
ground	cn	hold	v	inside	cn
group	cn	hole	cn	instead	a
grow	v	holiday	cn	instruction	cn

instrument	cn	knock	v,cn	life	un
intelligent	j	know	v	lift	v
interest	v	knowledge	un	light	j
interested	j	ladder	cn	light	un
interesting	j	lady	cn	light	cn
in-time	a	lake	cn	light	v
into	p	land	cn	like	v
introduce	v	language	cn	like	j
invent	v	large	j	limit	cn,v
invitation	cn	last	a	line	cn
invite	v	late	j	lip	cn
iron	un	later	a	liquid	cn
island	cn	latrine	cn	list	cn
jacket	cn	laugh	v,cn	listen	v
jewel	cn	law	cn	little	j
job	cn	lazy	j	live	v
join	v	lead	v	living-room	cn
joke	cn,v	leader	cn	loaf	cn
journey	cn	leaf	cn	local	j
juice	un	learn	v	lock	v
jump	v	leather	un,j	long	j
just	a	leave	v	look	v
keep	v	leave	v	look	v
keep	v	left	j,cn	look-after	v
keep	v	leg	cn	look-for	v
key	cn	lend	v	look-like	v
kick	v,cn	length	cn	look-up	v
kill	v	less	j	lorry	cn
kind	j	lesson	cn	lose	v
kind	cn	let	v	lot	cn
king	cn	letter	cn	loud	j
kiss	v,cn	letter	cn	love	un,v
kitchen	cn	library	cn	low	j
knee	cn	lie	v	lucky	j
knife	cn	lie	v,cn	lunch	cn

machine	cn	mirror	cn	never	a
mad	j	miss	v	new	j
magazine	cn	miss	v	news	un
maid	cn	mistake	cn	newspaper	cn
main	j	mix	v	next	j
make	v	mixture	cn	next	a
male	j,cn	model	cn,j	next-to	p
man	cn	modern	j	nice	j
manage	v	money	un	night	cn
manager	cn	monk	cn	noise	cn
map	cn	month	cn	noisy	j
mark	v,cn	moon	cn	nose	cn
mark	cn,v	morning	cn	note	cn
market	cn	mosque	cn	notebook	cn
marriage	un	mother	cn	notice	v
marry	v	mountain	cn	now	a
match	cn	mouth	cn	number	cn
material	cn	move	v	nurse	cn
maybe	a	mud	un	obey	v
meal	cn	multiply	v	of	p
mean	v	murder	v,cn	of-course	a
measure	v	music	un	off	p,a
measurement		musical	j	office	cn
meat	un	name	cn	officer	cn
medicine	cn	narrow	j	often	a
meet	v	national	j	oil	un
meeting	cn	natural	j	old	j
member	cn	nature	un	on	p
mend	cn	navy	cn	only	j
message	cn	near	p	open	v,j
metal	un,j	nearly	a	opinion	cn
middle	cn	necessary	j	order	v, cn
milk	un	neck	cn	ordinary	j
mind	cn	need	v	organism	cn
minute	cn	neighbour	cn	other	j

out	a	perhaps	a	poor	j
out-of	p	period	cn	population	cn
outside	p	person	cn	port	cn
outside	cn	petrol	un	possible	cn
over	p,a	photograph	cn,v	post	cn
own	v	pick	v	post	v
own	j	pick-up	v	postcard	cn
pack	v	picnic	cn	pot	cn
packet	cn	picture	cn	pour	v
page	cn	piece	cn	power	cn
pain	un,cn	pile	cn	practice	un
painful	j	pillow	cn	practise	v
paint	v,un	pin	cn	pray	v
pair	cn	place	cn	prayer	cn
pale	j	plan	v,cn	prepare	v
pan	cn	plant	cn	present	cn
paper	un	plant	v	president	cn
parcel	cn	plastic	un,j	pretend	v
parent	cn	plate	cn	pretty	j
park	cn	play	v	price	cn
part	cn	play	cn	priest	cn
party	cn	pleasant	j	prince	cn
pass	v	please	i	princess	cn
pass	v	plenty	cn	print	v
pass	v	plough	cn,v	prison	un,cn
passenger	cn	pocket	cn	private	j
past	p,a	poem	cn	prize	cn
path	cn	point	v	probably	a
patient	cn	point	cn	problem	cn
pattern	cn	poison	un,v	produce	v
pay	v	police	un	programme	cn
peace	un	polite	j	promise	v,cn
pen	cn	politics	un	proud	j
pencil	cn	pollution	un	prove	v
people	cn	pool	cn	public	j

pull	v	remember	v	run	v,cn
punish	v	remind	v	sad	j
pure	j	rent	cn,v	safe	j
purpose	cn	repeat	v	sail	v
purse	cn	report	v,cn	salary	cn
push	v,cn	rest	v,cn	salt	un
put	v	restaurant	cn	same	j
put-on	v	result	cn	sand	un
quality	cn	return	v	save	v
quarter	cn	rice	un	say	v
queen	cn	rich	j	school	cn
question	cn	ride	v,cn	science	un
quick	j	right	j	scientific	j
quiet	j	right	j,a	scientist	cn
quite	a	ring	cn	scissors	cn
race	cn,v	ring	v,cn	score	v,cn
radio	cn	ripe	j	sea	cn
railway	cn	rise	v	season	cn
rain	v,cn	river	cn	seat	cn
rainy	j	road	cn	secret	cn,j
reach	v	rock	un,cn	see	v
read	v	roll	cn	seed	cn
ready	j	roll	v	seem	v
real	j	roof	cn	sell	v
really	a	room	cn	send	v
reason	cn	root	cn	sensible	j
receive	v	rope	cn	sentence	cn
recent	j	rough	j	separate	v
recognize	v	round	j	separate	j
refer-to	v	round	p,a	serious	j
refuse	v	rubber	cn	serious	j
regular	j	rubber	cn	servant	cn
relation	cn	rubbish	un	sew	v
religion	un	rule	cn	sex	un
religious	j	ruler	cn	shade	un

shadow	cn	sing	v	sour	j
shake	v	sister	cn	space	un
shape	cn	sit	v	spade	cn
share	v	sit-down	v	speak	v
sharp	j	situation	cn	special	j
sheep	cn	size	cn	speech	cn
sheet	cn	skill	cn	speed	un
sheikh	cn	skin	un	spelling	un
shelf	cn	skirt	cn	spend	v
shell	cn	sky	un	spirit	cn
shine	v	sleep	v	spoon	cn
ship	cn	sleepy	j	sport	un,cn
shirt	cn	slow	j	square	cn
shoe	cn	small	j	stairs	cn
shoot	v	smell	v	stamp	cn
shop	cn	smile	v,cn	stand	v
shopping	un	smoke	un	stand-up	v
short	j	smoke	v	star	cn
shorts	cn	smooth	j	start	v
shoulder	cn	so	a	station	cn
shout	v,cn	so	a	stay	v
show	v	soap	un	stay	v
show	cn	society	cn	steal	v
shower	cn	sock	cn	steam	un
shower	v,cn	soft	j	steel	un
shut	v	soil	un	step	cn,v
shy	j	soldier	cn	stick	cn
sick	j	solid	cn,j	still	a
side	cn	sometimes	a	stomach	cn
sign	cn	son	cn	stone	un,cn
sign	v	song	cn	stool	cn
silent	j	soon	a	stop	v
silly	j	sorry	j	storm	cn
silver	un	sound	cn	story	cn
simple	j	soup	un	stove	cn

straight	j	tail	cn	thunder	un
straight	a	take	v	ticket	cn
strange	j	talk	v	tidy	j
stranger	cn	tall	j	tie	cn
stream	cn	tape	v,un	tie	v
street	cn	taste	cn,v	time	un
string	un	tasty	j	tin	cn
strong	j	tax	v,cn	tired	j
student	cn	taxi	cn	to	p
study	v	tea	un	today	a
stupid	j	teach	v	toe	cn
subject	cn	teacher	cn	together	a
successful	j	team	cn	tomorrow	a
sudden	j	tear	v,cn	tongue	cn
suffer	v	telephone	cn,v	tonight	a
sugar	un	television	un,cn	too	a
suit	cn	tell	v	too	a
suitable	j	temperature	cn	tool	cn
sun	cn	temple	cn	tooth	cn
sunny	j	terrible	j	top	cn
sunrise	cn	test	cn,v	touch	v,cn
sunset	cn	test	cn,v	tour	v,cn
supply	v,cn	thank	v	tourism	un
sure	j	then	a	tourist	cn
surprise	j	therefore	a	towards	p
surprised	j	thick	j	towel	cn
swallow	v	thief	cn	town	cn
sweater	cn	thin	j	toy	cn
sweep	v	thing	un	traffic	un
sweet	j	think	v	train	cn
sweets	cn	thirsty	j	train	v
swim	v,cn	thread	un	transport	v,un
switch	v	through	p	travel	v,un
system	cn	throw	v,cn	tree	cn
table	cn	thumb	cn	triangle	cn

trip	cn
trouble	cn,un
trousers	cn
true	j
trust	v
truth	un
try	v,cn
turn	v
turn	cn
type	cn
type	v
ugly	j
umbrella	cn
uncle	cn
under	p,a
understand	v
university	cn
use	v
use	cn
usual	j
usually	a
valley	cn
valuable	j
value	un
vegetable	cn
very	a
village	cn
visit	v,cn
visitor	cn
voice	cn
vote	v,cn
wage	cn
wait	v,cn
waiter	cn
waitress	cn
wake	v
walk	v,cn
wall	cn
want	v,cn
war	un,cn
warm	j
wash	v,cn
waste	v,cn
watch	v
watch	cn
water	un
wave	v,cn
wave	cn
way	cn
way	cn
weak	j
wear	v
weather	un
wedding	cn
week	cn
weekend	cn
weigh	v
weight	un
well	cn
well	j
well	a
wet	j
wheel	cn
whisper	v,cn
whole	j
wide	j
width	cn
wife	cn
wild	j
win	v
wind	cn
window	cn
windy	j
wing	cn
wire	un,cn
wise	j
wish	v,cn
with	p
without	p
woman	cn
wonderful	j
wood	un
wooden	j
word	cn
work	v,un
world	cn
worried	j
worry	v
write	v
wrong	j
year	cn
yesterday	a
yet	a
young	j
zero	j
zoo	cn